

Get the Edge.



**University of Southern Indiana
2013-14 Bulletin**



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University of Southern Indiana 2013-2014 Bulletin

The University of Southern Indiana bulletin is the official source of the university's academic programs, courses, policies, and procedures. The bulletin should be used as a guide in planning a course of study and in meeting requirements for graduation. Select the search options at the upper left to find specific information or click on one of the navigation links.

The course offerings and requirements of the University of Southern Indiana are continually under examination and revision. This bulletin is not intended to state contractual terms and should not be regarded as a contract between the student and the institution.

Current information about the university can be also be found at:

The University of Southern Indiana Homepage	http://www.usi.edu
Undergraduate Admissions	http://www.usi.edu/admission
Office of the Registrar	http://www.usi.edu/reg
Office of Student Financial Assistance	http://www.usi.edu/finaid/index.asp
Office of the Bursar	http://www.usi.edu/busoff/bursar_default.asp
Dean of Students Office	http://www.usi.edu/deanofstudents
Office of Graduate Studies	http://www.usi.edu/graduatestudies/
Housing and Residence Life	http://www.usi.edu/housing/

Please note that the University of Southern Indiana's *Student Rights and Responsibilities: A Code of Student Behavior* is subject to change. The Dean of Students Office will notify students by email prior to the beginning of each semester or as changes are adopted.

The University, through appropriate processes, reserves the right to add, amend, or repeal programs, policies, procedures, regulations, fees, and announcements contained in this bulletin.

It is the policy of the University of Southern Indiana to be in full compliance with all federal and state non-discrimination and equal opportunity laws, orders, and regulations relating to race, sex, religion, disability, age, national origin, sexual orientation, or veteran status.

Questions or concerns should be directed to the director of Affirmative Action, USI Human Resources Department, Room FA 166, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712-3596 (Telephone: 812/464-1815). Office hours are 8 a.m. to 4:30 p.m. Monday—Friday.

The University of Southern Indiana is a tobacco-free campus.

Contact Information

This bulletin is designed to answer most questions which may be asked about the University of Southern Indiana. If further information is needed, inquiries may be addressed to the appropriate member of the faculty or officers of the University. Prospective students should write or telephone:

University of Southern Indiana
Office of Admission
8600 University Boulevard
Evansville, Indiana 47712-3597
Telephone: 812/464-1765
or Toll Free: 800/467-1965 (option #1)
Office hours: 8 a.m. to 4:30 p.m. Monday—Friday
You can also visit us at www.usi.edu

Academic Calendar

2013–2014 Calendar

Fall Semester – 2013

August 20, Tuesday
August 21 and 23, Wednesday and Friday
August 26, Monday
August 26–30, Monday–Friday
August 30, Friday
September 2, Monday
September 3–6, Tuesday–Friday
September 6, Friday
September 13, Friday
September 17, Tuesday
September 20, Friday
October 1, Tuesday
October 14–15, Monday–Tuesday
October 25, Friday
November 4–15, Monday–Friday
November 27, Wednesday
November 28–December 1, Thursday–Sunday
December 11, Wednesday
December 11, Wednesday
December 12–18, Thursday–Wednesday
December 14, Saturday
December 18, Wednesday

Spring Semester – 2014

January 8, Wednesday
January 9–10, Thursday–Friday
January 13, Monday
January 13–17, Monday–Friday
January 17, Friday

August 26–December 18, 2013

University Meetings
Registration
Classes Begin
Schedule Revision Period
End 100% Refund Period and Late Registration
Labor Day, No Classes, University Closed
Pass/No Pass Option Period
End 75% Refund Period
End 50% Refund Period
Fall Assessment Day, No Classes
End 25% Refund Period
Spring or Summer 2014 Formal
Application for Graduation deadline
Fall Break, No Classes
Last Day to Drop/Withdraw Without Evaluation
Priority Registration for Spring and Summer 2014
Thanksgiving Recess, No Classes
Thanksgiving Recess, No Classes, University Closed
No Classes, study day
Schedule Revisions/Withdrawals End
Final Exams
Fall Commencement
Fall Semester Ends

January 13–May 7, 2014

University Meetings
Registration
Classes Begin
Schedule Revision Period
End 100% Refund Period and Late Registration

January 20, Monday	Martin Luther King Day, No Classes
January 20–24, Monday–Friday	Pass/No Pass Option Period
January 24, Friday	End 75% Refund Period
January 31, Friday	End 50% Refund Period
February 7, Friday	End 25% Refund Period
March 1, Saturday	Fall 2014 Formal Application for Graduation deadline
March 10–15, Monday–Saturday	Spring Recess, No Classes
March 21, Friday	Last Day to Drop/Withdraw Without Evaluation
April 3, Thursday	Spring Assessment Day, No Classes
April 7–17, Monday–Thursday	Priority Registration for Fall 2014
April 18, Friday	No Classes, University Closed
April 30, Wednesday	No Classes, study day
April 30, Wednesday	Schedule Revisions/Withdrawals End
May 1–7, Thursday–Wednesday	Final Exams
May 2–3, Friday–Saturday	Spring Commencement weekend
May 7, Wednesday	Spring Semester Ends

First Summer Session – 2014

May 13, Tuesday
May 14, Wednesday
May 14–15, Wednesday–Thursday*
May 14–16, Wednesday–Friday
May 15, Thursday*
May 19, Monday*
May 21, Wednesday*
May 23, Friday*
May 26, Monday
June 3, Tuesday*
June 13, Friday

May 14–June 13, 2014

Registration
Classes Begin
Schedule Revision Period
Pass/No Pass Option Period
End 100% Refund Period and Late Registration
End 75% Refund Period
End 50% Refund Period
End 25% Refund Period
Memorial Day/No Classes/University Closed
Last Day to Drop/Withdraw Without Evaluation
First Summer session ends

Second Summer Session – 2014

June 13, Friday
June 16, Monday
June 16–17, Monday–Tuesday*
June 16–18, Monday–Wednesday

June 16–July 18, 2014

Registration
Classes Begin
Schedule Revision Period
Pass/No Pass Option Period

June 17, Tuesday*	End 100% Refund Period and Late Registration
June 19, Thursday*	End 75% Refund Period
June 23, Monday*	End 50% Refund Period
June 25, Wednesday*	End 25% Refund Period
July 3, Thursday*	Last Day to Drop/Withdraw Without Evaluation
July 4, Friday	Independence Day/No Classes/University Closed
July 18, Friday	Second Summer session ends

Third Summer Session – 2014

June 18, Friday
June 21, Monday
June 21, Monday*
June 21–23, Monday–Wednesday
June 21, Monday*
June 22, Tuesday*
June 23, Wednesday*
June 24, Thursday*
August 5, Tuesday*
August 15, Friday*

July 21–August 15, 2014

Registration
Classes Begin
Schedule Revision Period
Pass/No Pass Option Period
End 100% Refund Period and Late Registration
End 75% Refund Period
End 50% Refund Period
End 25% Refund Period
Last Day to Drop/Withdraw Without Evaluation
Third Summer session ends

*** The calendar shown here lists schedule revision, refund, and drop/withdrawal dates for summer courses offered for the typical length (five weeks in First and Second summer, four weeks in Third summer). Cross-term courses and courses meeting other than the standard length have different dates. Contact the Office of the Registrar for these dates.**

The University

The University of Southern Indiana is a comprehensive public university with a Board of Trustees appointed by the Governor of Indiana. The University offers more than 70 majors through the colleges of Business; Liberal Arts; Nursing and Health Professions; Science, Engineering, and Education; and the Division of Outreach and Engagement. It is authorized to confer degrees through the doctoral level.

The University serves almost 10,500 students annually in credit programs and an equal number of students in noncredit and community service programs. There are more than 32,000 degree recipients.

The University has been developed according to a master plan and is located on a 1,400-acre campus near Evansville, Indiana, a metropolitan area of 300,000 that serves as the fine arts, cultural, commercial, and healthcare center for the Indiana, Kentucky, and Illinois Tri-state area. The University strives to be accessible and responsive to regional and state educational needs.

The University Mission

Mission Statement: USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community. The University's vision statement is "Shaping the future through learning and innovation."

The mission and vision statements grew out of a strategic planning process that was approved by the University's Board of Trustees in July 2010. Through 2015, USI will focus on enhancing experiential learning, improving student success in degree attainment, nurturing a vibrant campus community, providing leadership to the surrounding region and state, increasing diversity, and becoming a 24/7 campus with activities and learning opportunities beyond classroom walls. Learn more about the Strategic Plan at www.usi.edu/strategicplan.

The University was established in 1965 as a branch campus of Indiana State University with a regional mission, in response to a need for public higher education in southwestern Indiana. In 1985, the legislature created the University of Southern Indiana as a separate statewide public university. This change in structure and mission was best delineated by then-Governor Robert D. Orr in his charge to the Board of Trustees at its first meeting: "You have a statutory mission that is laid out in the bill passed by the legislature, and it is going to take a lot of effort on the part of everyone to live up to those requirements as they have been spelled out by the Indiana General Assembly. This is now a statewide institution, and it is important that this point be emphasized. Heretofore, this has been a branch campus of Indiana State University, and it has been understood to be regional in nature. It was created to accomplish a regional mission... just as other branch campuses around the state. Now this is a state institution in the fullest sense of the word."

Community leaders have supported the University in providing a solid base for its present success and future growth. The University is expected to grow moderately in the years ahead as it seeks to positively affect postsecondary attainment levels in Indiana. To this end, the University emphasizes programs and services for traditional college-age students as well as for part-time, commuting, and adult learners. It has developed partnerships with high schools and has expanded opportunities for individuals in the workplace. The University is an institution chosen by students for the strength of its academic programs and the quality of its student life.

A board of nine trustees, appointed by the Governor, governs the University. The Board of Trustees must include one alumnus of the University, one current student, and one resident of Vanderburgh County. Trustee terms are four years, except the student term, which is two years. The board has powers and duties common to other public postsecondary institutions in the State of Indiana.

Excellence in teaching continues to be the most important criterion in faculty recruitment. At the same time, the ability to do research, to engage in continuous scholarly and creative work, and to provide service, primarily to the region and the state, will be important additional qualifications.

A major emphasis of the University of Southern Indiana is the delivery of credit programs. The primary curricular offerings include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, master's, and doctoral levels. The University provides comprehensive outreach and public service programs of short duration including workshops, conferences, seminars, and instructional courses. These programs will increase as the University continues to address economic, social, and cultural needs in the region as well as in the state. USI's location in Evansville, the center of a predominantly rural region dotted with smaller population centers, gives it opportunities to increase educational access by both traditional means and through distance learning.

The University welcomes appropriate partnerships for providing services to its constituency and cooperates with public and private universities, hospitals, and libraries to achieve this objective. The University participates with area business, industry, social, and governmental agencies for research and development related to the problems and concerns of business development, labor-management relations, tourism and recreation, healthcare delivery, gerontology, energy development, and environmental-quality analysis. Community groups often use campus facilities for meetings, programs, services, and instruction.

In cooperation with the Indiana Department of Natural Resources, USI manages historic properties and tourism programs in New Harmony, Indiana, a community with a rich intellectual and cultural heritage. The community provides opportunities for research and laboratory learning experiences to benefit both the town and the University.

USI provides a comprehensive range of support services for students. These include academic skills development, child care, counseling, financial aid, placement, housing, health services, religious life, student activities, and both recreational and intercollegiate athletics. The University of Southern Indiana participates in NCAA Division II intercollegiate athletics and is a member of the Great Lakes Valley Conference.

Accreditation and Memberships

The University of Southern Indiana is accredited by: The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, Telephone: 312/263-0456.

USI also holds the following accreditations:

- Association to Advance Collegiate Schools of Business
- Accreditation Council for Occupational Therapy Education
- Accrediting Council on Education in Journalism and Mass Communications
- American Chemical Society
- Association of University Programs in Health Administration Certification
- Commission on Accreditation of Allied Health Education Programs
- Commission on Collegiate Nursing Education
- Commission on Dental Accreditation
- Committee on Accreditation for Respiratory Care
- Council on Social Work Education
- Engineering Accreditation Commission
- Indiana State Board of Nursing
- Joint Review Committee on Education in Radiologic Technology
- National Association for the Education of Young Children
- National Council for Accreditation of Teacher Education

The University holds membership in the following:

- American Association of State Colleges and Universities
- American Association of Colleges for Teacher Education
- American Association of University Women
- American Association of University Professors
- American Association for Collegiate Registrars and Admissions Officers
- American College Personnel Association
- American Council on Education
- Association for General and Liberal Studies
- Association of College Conference Centers and Event Directors International
- Association of College Unions International
- Association of Fundraising Professionals
- Association of Governing Boards
- College and University Personnel Association
- Council for Advancement and Support of Education
- Council of International Education Exchange
- Council on Undergraduate Research
- Evansville-Area Personnel Association, Inc.
- Indiana Association for Collegiate Registrars and Admissions Officers
- Indiana Conference of Higher Education
- Indiana Council for Advancement and Support of Education
- Indiana Council for Continuing Education
- Institute of International Education
- International Publishing Management Association
- International Student Exchange Program
- The Chamber of Commerce of Southwest Indiana
- NAFSA: Association of International Educators

- National Association for Printing Leadership
- National Association of College and University Business Officers
- National Collegiate Honors Council
- National Committee on Planned Giving
- Student Affairs Administrators in Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- University Economic Development Association
- University Professional and Continuing Education Association

Information on how to contact any of these agencies is available in the office of the Provost.

University Board of Trustees

The University is governed by the Board of Trustees, composed of nine citizens appointed by the Governor of the State of Indiana. The trustees meet every other month.

Trustees

Ira G. Boots, Evansville
W. Harold Calloway, Evansville
John M. Dunn, Evansville
Susan E. Elsperman '13, Newburgh
Jeffrey L. Knight, Evansville
Amy W. MacDonell, Indianapolis
Ronald D. Romain '73, Evansville
Kenneth L. Sendelweck '76, Jasper
Ted C. Ziemer Jr., Evansville

Officers of the University

Linda L. M. Bennett, President
Ronald S. Rochon, Provost
Cynthia S. Brinker, Vice President for Government and University Relations
Mark Rozewski, Vice President for Finance and Administration

Academic Programs

The University of Southern Indiana is committed to high standards for student academic achievement and conduct, developing a strong faculty, advancing technological innovation, and providing personalized attention to actions and outcomes. Excellence in teaching and learning is a primary goal of the University, as is the encouragement of students and faculty to engage in creative activity, diverse scholarship, applied research, and service and outreach activities. These academic goals are designed to expand knowledge, improve instruction, increase learning, and provide optimum service to the University and the region.

The University offers an array of undergraduate programs and select graduate programs designed to foster an atmosphere conducive to study, teaching, free exchange of ideas, ethical inquiry and responsible citizenry. Essential to fulfilling this commitment is the development of teaching faculty who excel in their roles as educators, creative scholars, and researchers, thereby benefiting the profession, the University, the region, and society. Specific requirements for associate's, bachelor's, master's, and doctoral degrees are described in this bulletin.

Public and Professional Services

In addition to its academic programs for students, the University offers many cultural, recreational, and social programs to students and the general public. Continuing education classes, musical productions, guest lectures, athletic events, and theatrical performances are open to the public.

Many faculty members perform research services and are consultants to schools, business, industry, and governmental agencies. Information is available in the Office of News and Information Services.

University Facilities

The **Applied Engineering Center**, scheduled to open in fall 2013, is home to laboratories that will provide USI students and regional industry with access to state-of-the-art manufacturing equipment. The laboratories house over \$3 million in recently-acquired machinery for the production of assemblies from metal, plastics, and wood products. The automation equipment in the building will be used to teach students and industry about lean manufacturing and process optimization. Regional industries are able to tap into the center's capabilities through USI's Center for Applied Research and Economic Development.

The **Business and Engineering Center**, which opened in fall 2010, houses the College of Business and the Engineering Department. Along with classrooms, laboratories, and faculty offices, the facility features nearly 11,500 square feet of common space intended to encourage collaboration by allowing students and faculty to continue conversations begun in class or interact with those in other areas of study. The Business and Engineering Center also provides laboratories for study of the stock market, entrepreneurship, sales, and sales management, and engineering facilities including a design center, a radio-frequency shielded room, and laboratories for physics, vibration, materials testing, soils, and surveying.

The **Education Center** houses classrooms, laboratories, advising center, and offices for the Department of Teacher Education. University Division offices are also here, along with the Social Work Department, ROTC offices, and Veterans' Support Services. The Couch-Renner Lecture Hall is located in the Education Center.

The **Health Professions Center** is a classroom and office building housing the College of Nursing and Health Professions. The Indiana University School of Medicine Evansville is located on the third floor of the facility. Features of the Health Professions Center include the 450-seat Mitchell Auditorium, the Charles E. Day Learning Resource Center, a dental hygiene clinic and dental laboratory, lecture rooms, classrooms, instructional laboratories, an advising center, seminar rooms, faculty offices, and the Student Health Center.

The **Liberal Arts Center** offers state-of-the-art instructional areas and offices for the College of Liberal Arts. Included are the Kenneth P. McCutchan Art Center/Palmina F. and Stephen S. Pace Galleries, Helen Mallette Studio Theatre, Clifford and Ruth Kleymeyer Lecture Hall, Anna Lee Hamilton Music Studio, Scripps-Howard Center for Media Studies (which includes the William R. Burleigh Media Resources Center, the Scripps-Howard Digital Arts Laboratory, and the Scripps-Howard Video Production Complex), Cynderella McDowell Miller Foreign Language Laboratory, and WSWI Radio Station.

The **Robert D. Orr Center** is a classroom and office building housing many of the student services departments. Offices of the English Department are located there, along with the Offices of Admission, Student Financial Assistance, Registrar, Counseling, Graduate Studies and Sponsored Research, the Honors Program, Informational Technology, Career Counseling, Career Services and Placement, and the Business Office, including the Cashier. Students may pay fees and cash checks at the cashier's window on the lower level.

The **Physical Activities Center (PAC)** provides instructional space for physical education and recreation programs as well as offices for the Athletics Department and the Department of Kinesiology and Sport. Included in the building are the aquatics area, specialized physical education and service facilities, classrooms, locker rooms and team rooms, and multi-purpose activity areas. The PAC has a seating capacity of 3,600 and serves as the home court for indoor sports programs.

The **Publishing Services Center** provides space for News and Information Services, including news bureau and photography; and for Publishing Services, which includes graphic design, photocopying, printing, and bindery. A centralized copy center with enhanced copying and bindery services is located here as well.

The **Recreation, Fitness, and Wellness Center (RFWC)** provides a wide variety of programs and services supportive of a wellness lifestyle. The RFWC features a state-of-the-art exercise and weight-training area; two wooden courts for basketball, volleyball, and badminton; an elevated four-lane jogging track; a rock climbing tower and wall; group exercise rooms; and lockers and showers. Students, faculty, and staff can enjoy leisure time on their own or with University friends.

David L. Rice Library, named for the first president of USI, houses the University's library collections, including reference materials, the general book collection, periodicals, media, and the University Archives and Special Collections. The building features group-study rooms, three reading rooms, and a variety of seating choices. A coffee shop is located on the ground floor.

The **Science Center** adjoins the Wright Administration Building and the Education Center. In addition to laboratories and classrooms, the Science Center houses offices for the Pott College of Science, Engineering, and Education (for Engineering, see the Business and Engineering Center). The Torrington Science Research Laboratory and the Black Beauty Coal Chemistry Laboratory provide state-of-the-art instructional areas for chemistry. The Torrington Wing of the Science Center has classrooms, labs, and offices.

The **Support Services Building** houses Distribution Services, Procurement Services, Risk Management and Safety, Maintenance, and other administrative offices.

The **Technology Center** houses offices for the Art and Theatre faculty, and provides classrooms and other facilities for programs of those departments. The **Ceramics Center** and the **Art Studio** are located adjacent to the Technology Center.

The **University Center** is located strategically in the center of campus where students and faculty may convene for informal meetings, meals, study, social activities, recreation, open discussions, or formal campus occasions. With a major expansion

(University Center East) that opened in spring 2011, the University Center provides space for student organization offices, conference rooms, lounge facilities, food services, and the University Bookstore. Offices for the Dean of Students, Student Involvement Center, Multicultural Center, Student Development, and Student Publications are located here. The UC also houses the Division of Outreach and Engagement, Special Events and Scheduling Services, International Programs and Services, and the Center for Academic Creativity. **Carter Hall**, located on the upper level of the University Center West, accommodates groups for seminars, workshops, meetings, luncheons, dinners, or dances. The **USI Theatre, Scene Shop, and Costume Shop** are located three miles east of campus at 3001 Igleheart Avenue. A **Teaching Theatre** is under construction on campus and is expected to be complete in Fall 2014.

The **Byron C. Wright Administration Building** houses administrative offices including those of the President, the Provost, Business Affairs, and Government and University Relations. Also located here are offices of Special Projects and Research Administration; Planning Research, and Assessment; Budgeting and Foundation Accounting; and Internal Audit. The Forum Wing of the Wright Administration Building houses offices for Human Resources, Travel Services, and Information Technology, along with lecture halls and classrooms.

The O'Daniel and McDonald Apartments provide apartment-style housing for students. Four residence halls – Fred C. Newman Hall, Frank O'Bannon Hall, Henry and Betty Jane Ruston Hall, and Governors Hall – offer suite-style housing with computer labs and meeting rooms. The Robert J. Fair Residence Life Center, located in the McDonald complex, contains Housing and Residence Life staff offices and a computer laboratory. The Residence Life Community Center has a 1,500 square foot lounge with comfortable furniture, tables and chairs, a fireplace, laundry facilities, computer lab, and direct entry to Eagle Xpress and Archies Pizzeria. The Residence Life Service Center houses Religious Life, laundry facilities, and the Office of Student Conduct and Resolution Services.

Admission

Undergraduate Admission Requirements and Procedures

Beginning Freshmen

To qualify for regular admission to the University of Southern Indiana, new freshmen are expected to graduate in the upper 50 percent of their class and fulfill Indiana Core 40 requirements. Students not meeting these requirements may be considered for acceptance based on their high school GPA and curriculum, standardized test scores, and other evidence of the applicant's potential for academic success. Students receiving a GED will be evaluated for admission based on their examination scores and academic record.

Freshman admission classifications include:

- Admission with distinction. Students must graduate in the top 10 percent of their class or achieve a minimum SAT score of 1200 or ACT of 26 and graduate in the top 20 percent of their class. Indiana students also must complete Core 40 requirements.
- Admission in good standing. Students must rank in the upper 50 percent of their high school class. Indiana students also must complete Core 40 requirements.
- Admission conditionally. The University may offer conditional admission to a limited number of students who must agree to follow a prescribed course of study and advisements. Basic requirements are as follows:
 - Academic advising in University Division
 - Enrollment in no more than four three-credit or four-credit classes
 - Successful completion of UNIV 101 (Freshman Seminar, one credit hour) during student's first or second semester. The advisor and student may substitute GENS 105 (College Study Strategies), if appropriate.

Students remain on conditional status until they complete at least 24 hours at USI (quality hours, GENS/UNIV hours, or a combination) with a 2.0 GPA and all P (passing) grades in GENS/UNIV courses. At this point, students can declare a major. A conditionally admitted student may be allowed to declare a major before meeting all the above conditions, providing first semester grades demonstrate good academic progress in full-credit classes.

In order to assure full benefit of the academic advising, a conditionally admitted student must meet with his/her University Division academic advisor before being allowed to register for classes. Also, an academic advisor must approve all changes to a conditionally admitted student's schedule of classes. These advising guidelines seek to provide maximum support and guidance to conditionally admitted students during their critical first year.

Admission to the University does not guarantee acceptance into a specified area of study, department, or college. Further information about the requirements of major programs and/or colleges may be obtained from the Office of Admission.

Homeschooled Students

The University of Southern Indiana welcomes applications for University admission from homeschooled students. Homeschooled students have been part of the academic community for many years and the University recognizes the important contributions that these students make both in the classroom and as a part of student life on the campus. The University makes a deliberate effort to accommodate the special circumstances and needs of homeschoolers in the admission process.

Applicants for admission who have not fulfilled the Indiana Core 40 requirements are considered individually, based upon the same criteria used in the evaluation of students from public or private high schools. Grade point average, curriculum, standardized test scores (SAT, ACT), and other evidence of the applicant's potential for academic success are considered in the admission decision.

Qualified homeschooled students are eligible for consideration of departmental scholarships. Homeschooled students applying for academic scholarships are evaluated on the same basis as all other students. Grade point average and standardized test scores (SAT, ACT) serve as the primary criteria.

Standardized Test Scores

All students applying for admission to the University of Southern Indiana are required to take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These tests should be taken prior to application to the University.

Transcripts

The University understands that the academic transcripts of homeschooled students may differ from those of public and private high school students. Homeschooled transcripts are required for admission to the University and they should include:

- An assessment of academic performance (letter grades, percentages), including an explanation of any applicable grading scale or class ranking
- A list of all high school equivalent courses taken, and the timeframe in which the courses were completed (year and semester)

If you have completed course work concurrently at a college or university, include official transcript(s) from the institution(s) with your application for admission.

Admission of homeschooled students to the University of Southern Indiana does not guarantee acceptance into a specific program of study, department, or college. Further information concerning the academic requirements of major programs and/or colleges may be obtained from the Office of Admission.

Out-of-State High School Graduates

Out-of-state students are encouraged to apply and will be considered for admission based on the same criteria as an Indiana student except for the Indiana Core 40 requirement.

Required Test

A beginning freshman entering the University is required to take either the American College Test (ACT) or Scholastic Aptitude Test (SAT). Beginning freshmen should take one of these examinations in the latter part of the junior year or early in the senior year in high school. Each applicant should consult his or her high school principal or guidance counselor for detailed information on test dates, test centers, registration forms, registration periods, and deadlines. This information also may be obtained by writing to either: ACT Program, Box 414, Iowa City, Iowa 52240 or SAT Program, Box 592, Princeton, New Jersey 08540. If a student already has taken one of the required tests and the University of Southern Indiana was not designated to receive the results, he or she should do one of the following: (1) write to the National Testing Center and request the scores be sent to the University, or (2) request that the high school send the test scores to the USI Office of Admission. A student who did not take the SAT/ACT while in high school should contact the Office of Admission for test registration information. Students transferring from another university might be required to take either test. Check with the Office of Admission for more information.

NOTE: A beginning freshman who has been out of high school for three or more years is not required to take either the ACT or SAT.

Transfer Students

In evaluating applications for transfer admission, factors which will be considered are: (1) academic performance at each college attended; (2) academic performance from high school; and (3) personal qualifications and citizenship. The applicant also may be asked to: (1) have an interview with a member of the Admission staff; and (2) provide scores obtained on either the ACT or SAT exam.

A student desiring to transfer from another accredited college will need to submit an application for admission, high school transcript, and one official transcript from each college attended. A transfer student should have a minimum cumulative average of C and be in good standing at the institution from which he or she is transferring. An applicant with less than C cumulative average will be reviewed on an individual basis. Under no circumstances will the applicant's previous college work be disregarded.

Transfer Credit Policy

Course credits earned from regionally accredited colleges and universities will be accepted as transfer credit subject to the following guidelines:

1. Only courses with grades of C or better will transfer (minus grades from other colleges and universities will be upgraded to the standard letter grade (ex. B- to B). Grade point averages do not transfer.
2. Orientation courses will not be accepted as transfer credit, nor will coursework from academic departments which have no counterpart in the USI curriculum.
3. Noncredit courses earned at previous colleges or universities will not transfer.

4. Even though credit hours are transferable, the transferred hours may not necessarily apply toward a particular degree program. The applicability of credits toward a particular degree, as well as the University Core Curriculum, can be determined in counsel with the appropriate departmental advisor.
5. A maximum of 60 credit hours may be transferred from regionally accredited community and/or junior colleges.

A student's overall transfer grade point average will not be recorded on the student's transcript. Consequently, a transfer student will establish a grade point average from the University of Southern Indiana based only on courses taken at this University. A transfer student must, however, meet the requirements for continued enrollment which correspond to the sum of the total transfer hours accepted and total hours attempted at this University. Also, all hours attempted at previous universities will be summed with courses taken at this University in computing graduation honors.

Credit for Associate and Occupational Degree Programs

There are several programs at USI for which articulation agreements, allowing transfer of specific courses or blocks of credit, have been developed with other institutions in the area. The Bachelor of General Studies program offers graduates with Associate in Applied Science degree programs (such as those offered at Ivy Tech) the opportunity to receive recognition of their studies in the form of a block of credit hours. Students in regionally-accredited associate or occupational degree programs who are interested in obtaining a baccalaureate degree at USI are encouraged to obtain specific information about credit-transfer options as early in their college careers as possible. Other procedures for the recognition of educational experience include credit by examination, departmental examination, advanced placement, and CLEP. Additional details about all of these methods for obtaining credit for prior educational experience are available from the Office of the Registrar.

Special (non degree-seeking) Student

A student applying under this category must be 18 years of age or older and must have graduated from a Department of Education-commissioned high school. The pursuit of a degree may not be an immediate objective for the special student. The applicant should complete the regular application for admission. The special student is also required to submit the most recent college/high school transcript. However, if the student later decides to pursue a degree, all pertinent academic documents must then be submitted to the Office of the Registrar for consideration as a degree-seeking student.

Notice of Admission

An application will be acted on promptly upon receipt of all requested materials. Applicants will be notified immediately of their admission status.

Step-by-Step Admission Procedure

The student desiring admission should proceed as follows:

1. Secure an application for admission. The application and other pertinent information are available in the guidance office of most Indiana high schools or they can be requested from the Office of Admission, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712. Students also can apply online by accessing the web site at www.usi.edu.
2. Complete section one of the application and take it to the guidance counselor or principal of the high school from which the applicant expects to be graduated (or has graduated). The high school transcript will be attached and the completed application will be forwarded by the high school official.

NOTE: A transfer or guest student should send the application directly to the Office of Admission after completing section one. If a high school transcript is required, the student will be notified by the Office of Admission.

3. Submit SAT or ACT scores. If the student has not taken the Scholastic Aptitude Test, or the American College Test, the student should attempt to do so prior to admission. It is recommended that the SAT or ACT be taken during the spring term of the junior year in high school; however, test scores will be accepted any time prior to the orientation and registration program. If a freshman applicant has not taken the SAT or ACT prior to his or her first registration, the director of Admission may grant permission for the student to sit for the examination during the first term of enrollment. A transfer or guest student is not required to submit test results. In addition, a beginning freshman who has been out of high school for three or more years is not required to take either test.
4. When all steps listed above are completed, the applicant's admission will be complete and the applicant will be notified of the decision on admission to the University. Prior to the beginning of the semester, detailed information relating to orientation, academic advisement, and registration for classes will be mailed. This information will provide specific dates, times, and places for the orientation, advisement, and registration activities.

GED Test Admission

An individual 18 years of age or over who is not a high school graduate may be admitted on the basis of an achievement test certificate and score report. This certificate may be granted as a result of satisfactory scores on the General Educational Development (GED) test. An individual who desires to secure the test certificate should contact the school superintendent's office in the individual's community for information on the GED test.

NOTE: Applicants who have been schooled in settings other than a commissioned high school and who are less than 18 years of age will be reviewed individually by the director of Admission. Scores from the SAT or ACT are required and completion of the GED test or other high school equivalency test is strongly recommended.

Early Admission

A high school junior or senior who is approaching graduation may be admitted to the freshman class upon approval from the high school principal or guidance counselor, the student's parents, and the director of Admission.

A superior high school student may be admitted for the summer sessions between the junior and senior years of high school. Approval must be obtained from the parents, high school counselor or principal, and the director of Admission.

Required application materials include (1) the regular application for admission; (2) the high school transcript; and (3) the high school agreement form. Applicants who have been schooled in settings other than a commissioned high school and who apply for early admission also must submit scores from either the SAT or ACT nationally standardized testing programs. The final decision on all early admissions will be made by the director of Admission.

Admission to College of Nursing and Health Professions Programs

A person seeking admission to dental assisting, dental hygiene, dietetics, nursing, occupational therapy, occupational therapy assistant, respiratory therapy, and radiologic and imaging sciences must first be admitted to the University and then to the program. An application must be submitted to the Office of Admission prior to submitting a departmental application to the particular health professions program. For additional information on the health professions programs go to the web site: health.usi.edu or contact the College of Nursing and Health Professions, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712.

Admission of International Students

International applications are accepted on a rolling basis throughout the year. An international student who will enter the U.S. on a nonresident student visa (F-1 or J-1) should apply well in advance of the semester in which the student plans to commence studies. In order to receive consideration for admission the student must submit:

- A completed international application for admission with application fee (application materials are accessible at www.usi.edu/admissn/intnl/index.asp);
- Official results from the Test of English as a Foreign Language (TOEFL), APIEL, or IELTS exams. If English is the native language, in lieu of TOEFL send official results of either the Scholastic Aptitude Test (SAT) or American College Test (ACT);
- Complete and attested copies of academic records (in English) from each high school (with graduation date), college, or university attended;
- Statement of Finances with supporting documentation in U.S. dollars;
- If transferring to USI from another U.S. school or university, submit an International Student Status Form.

Advanced credit may be given for International Baccalaureate higher examinations, British GCE Advanced Levels, Advanced Placement examinations, or CLEP tests.

Exchange students participating in an established exchange program between their home institution and USI should contact the international office at their institution to apply to the program.

For additional assistance with the application process and information specific to a country, international students should contact a local U.S. Embassy, U.S. Consulate, or U.S. Information Service for referral to the closest educational adviser. Information on educational advising centers also is available from the U.S. Department of State web site at www.educationusa.info/centers.php.

Intensive English

An English as a Second Language (ESL) program is offered through the department of English. Upon successful completion of the ESL curriculum and submission of all required documents, qualified students will be admitted to a degree program without submitting a TOEFL score.

Study Abroad Opportunities

The University offers study abroad opportunities in 60 countries through the International Student Exchange Program (ISEP), CEA, CIEE, AustraLearn, and cooperative agreements with several other institutions, including the University of Evansville's Harlaxton College in England. With advance planning, it is possible for students in virtually any major to participate in an international program. Programs offer a variety of experiences, from specialized courses taught entirely in English or short-term programs led by USI faculty to direct enrollment in the international university. Students receive USI credit for the coursework completed during the summer, semester, or academic year.

The University is committed to making study abroad affordable as well as accessible to all students. The costs of some study abroad programs are based on tuition and room and board at USI. Other program fees are based on the costs of the host university or the sponsoring agency such as CIEE. The program fees for all USI-approved study abroad programs are charged through USI, which allows students to apply most forms of scholarships and other financial aid toward those fees. Additional information is available from the Office of International Programs and Services at 812/465-1248.

Servicemembers Opportunity College

The University is a member of Servicemembers Opportunity Colleges (SOC), a consortium of national higher education associations. As such, it cooperates with the Department of Defense, the Military Services, the National Guard Bureau, and the Coast Guard to help meet the higher education needs of Service members.

Programs for Spouses and Retirees

Special reduced-fee programs are available for spouses of full-time students and for retired people. See the Financial Assistance section for details.

Application Deadlines

An application for admission should be submitted well in advance of the term in which the student plans to enroll. A beginning freshman should complete the admission procedures early in the senior year of high school. The following deadlines have been established for students in order that maximum consideration and assistance can be given to each applicant.

Fall Semester	August 15
Spring Semester	December 15
Summer Session 1	May 1
Summer Session 2	June 1
Summer Session 3	July 1

Exception to these deadlines can be made only with special approval of the director of Admission.

Tentative Acceptance for Admission

The Office of Admission may offer tentative acceptance for admission to transfer students who have not completed the full requirements for admission by the beginning of the first term of attendance. Transfer students who enter the University without complete credentials for admission will be required to submit the appropriate credentials as a prerequisite to their continued enrollment. Required credentials must be submitted to the Office of Admission within the semester of initial enrollment. Continued enrollment is conditional upon compliance with the admission requirements which were in effect at the time of the student's initial enrollment in the University.

Credit by Examination

The University credit by examination program is designed to recognize superior learning experiences and translate that experience into college credit. It helps a student gain recognition for what the student knows and can do irrespective of how, where, and when the knowledge was obtained. Candidates for credit by examination need to contact the department of the specific exam subject.

Advanced Placement Program (AP)

The Advanced Placement program is a testing program of the College Entrance Examination Board (CEEB). It is a special college-level learning experience of the high school student which can take the form of an honors class, a strong regular course, tutorial, or independent study.

Any high school sophomore, junior, or senior who has participated in the Advanced Placement program (AP) during high school, or has developed an equivalent background through the student's own initiative, may make arrangements to be tested in any or all of the following 17 areas:

Art, History, English, Physics, Biology, Environmental Studies, Psychology, Calculus, French, Spanish, Chemistry, German, Statistics, Chinese, History, US Government, Economics, Japanese

Tests are given once a year during the third week in May. Participating high schools with Advanced Placement programs may administer their own tests. A student attending a non-participating school may take the qualifying exams at any participating school. The minimum score one must attain to receive credit is three, with five being the highest possible score. For assistance in making test arrangements, write to:

Program Director
College Board Advanced Placement Program
Box 977
Princeton, New Jersey 08540

College Entrance Examination Board SAT II

A student is not required to take the SAT II, but is encouraged to do so while in the junior or senior year of high school. These tests should be taken especially if the student has gained a high degree of proficiency in certain areas. A high school student should contact the high school counselor for registration materials and further information.

College Level Examination Program (CLEP)

1. General Exams measure achievement in four five basic areas of general education: English composition, humanities, mathematics, natural sciences, and social sciences. Credit for successful completion of the general examinations is granted for general education courses. NOTE: A student who has earned 24 credit hours of college credit is not eligible to receive credit for general exams; however, may take subject exams for up to 94 hours of credit. In addition, a student must take the mathematics general exam prior to the official mid-term date of the student's first college-level mathematics course.
2. Subject Examinations of CLEP To supplement the general examinations of CLEP, the subject examinations cover specific academic areas. The subject examinations which are eligible for credit at the present time are:
 - American Government
 - American History II (1865-Present)
 - American History I (Beginning-1877)
 - Analysis and Interpretation of Literature
 - Biology, General
 - Business Law, Introductory
 - Calculus with Elementary Functions
 - Chemistry, General
 - College Algebra
 - College Composition Modular
 - Financial Accounting
 - Macroeconomics, Introductory
 - Management, Introductory
 - Marketing, Introductory
 - Microeconomics, Introductory
 - Psychology, General
 - Sociology, Introductory
 - Trigonometry
 - Western Civilization II (1648-Present)
 - Western Civilization I (Ancient-1648)

Registration for the CLEP examinations may be made through the Workforce Certification Center at Ivy Tech at 812/429-9852.

Departmental Examinations

There are several departmental exams through which students can be awarded credit, provided the student demonstrates a level of proficiency satisfactory to the department involved. In order to be eligible for a departmental exam, the student must be in good standing and regularly enrolled at the University as a degree candidate.

A department may adopt either a standardized examination available to the department from outside the University or may develop the appropriate exam for the subject area. Departmental exams may be written, oral, or both. To earn foreign language credit by examination for high school course work, students must obtain a grade of B or better in the USI foreign language course into which they have been placed by an advisor. A fee of \$10 is required for processing. For further information about departmental examinations, contact the department involved.

Additional Policies Concerning Credit by Examination

1. Anyone may take examinations for credit; however, only a currently or previously enrolled student of USI may apply granted credit toward a degree.
2. A student may not establish credit for auditing purposes; similarly, the student may not take a course for credit if the student has established credit by examination for that course.
3. A student may not establish credit by examination for any course in which the student is currently enrolled.
4. The Credit by Examination program is designed expressly for the student who intends to earn a degree at USI. The decision on whether the exam credit is transferable remains with the institution to which the student may intend to transfer.
5. Upon successful completion of any examination, the student will be offered credit for the equivalent course(s). A letter grade will not be assigned; therefore, the credit will not affect the student's grade point average.
6. After credit is granted to a student through any one of the Credit by Examination programs, there is no additional charge to the student. Earned credit (if accepted by the student) is recorded automatically on the student's transcript.
7. A request for an exception to the current policy may be made to the department chair responsible for the discipline covered by the exam. Such a request will be reviewed by a committee consisting of the dean, the director of Admission, and the provost.
8. A maximum of 94 credit hours earned by examination may apply toward a student's baccalaureate degree, and a maximum of 46 credit hours earned by examination may apply toward the student's associate degree. For detailed information concerning the Credit by Examination program, contact the department appropriate to the exam.

Placement Testing Program

Academic Skills administers math, foreign language, reading, and writing placement tests. Any required placement testing must be completed prior to advising and registration. Photo identification is required to test. Appointments can be scheduled by contacting Academic Skills (812/464-1743) between the hours of 8 a.m. and 4:30 p.m. Central Time, Monday through Friday. Students with disabilities requesting special accommodations must be registered with the Counseling Center (812/464-1867) at least two weeks prior to scheduling an appointment for placement testing.

Mathematics – All students who earn degrees from USI are required to complete the mathematics component of the University Core Curriculum. Our placement testing procedures are designed to facilitate the transition from high school mathematics to college mathematics. These procedures are based on evidence that shows students who enter math courses at the proper level are more likely to succeed and complete their mathematics requirement(s) in the most expedient manner.

New Students – All students who are not exempt from placement testing (see criteria below) are required to take the mathematics placement test prior to enrolling in a math course at USI. The placement test is designed to determine students' readiness for college-level mathematics courses and to place students into classes where they can be successful. The placement test results will determine the level of entry-level math course students will be allowed to take; therefore, it is extremely important that one's best effort be given to this exam.

Transfer Students – All students entering USI without transfer credit to satisfy the mathematics component of the University Core Curriculum must take the math placement test prior to enrolling in a math course. This includes students with associate degrees from other institutions.

Nontraditional Students – Because students who enter courses at the proper level are more successful in college than students who take a course that is too easy or one that is too difficult, the Department of Mathematics requires all nontraditional students take the placement test. Placement tests do not affect admission to the University; the results of the placement tests are used only to determine the appropriate entry-level math course. Starting in the right course will help students succeed academically, which ultimately will save time and money.

Exemptions from Placement Testing – Some students may be exempt from taking the math placement test based on the following:

- Math SAT score of at least 640 or Math ACT score of at least 29
- Math SAT score of at least 600 or Math ACT score of at least 26 AND High School GPA of at least 3.0 (on a 4.0 scale).

With the assistance of an advisor, students who are exempt from placement testing may select the math course which best meets the requirements of his or her program of study.

Foreign language—Placement testing is recommended for students who studied French, German, Spanish, Japanese, or Latin in high school. The foreign language placement test allows students who studied a foreign language in high school to enroll in a course ranging from the second to the fifth semester of language study. Achieving a grade of B or better in the course in which they are placed earns credit for all preceding courses. Students requesting Japanese or Latin placement should contact the Department of Modern and Classical Languages (812/461-5203); French, German, and Spanish placement tests are given by Academic Skills (812/464-1743).

English—The Department of English has mandatory placement for all introductory writing courses (GENS 098, ENG 100, and ENG 101). Placement into an appropriate writing course is determined by a student's high school rank percentile and Critical Reading and Writing SAT or equivalent ACT scores. Transfer students' English placement will be based upon their transfer credit evaluation.

To place into ENG 101, students must meet two of the following three criteria:

High School rank percentile of 51 percent or above
SAT Critical Reading score of 450 or above
SAT Writing score of 450 or above

Students who do not meet two of these three criteria must write a placement exam prior to registering for their composition courses.

In cases where students submit ACT scores instead of SAT scores, the equivalent ACT scores will be used. In cases where students submit both ACT and SAT scores, the scores that place the student in the higher course will be used. In cases where the student's data is incomplete, the student will be required to write the placement exam.

Reading – Placement into an appropriate reading course is determined by a student's Verbal SAT/Reading ACT score. Students who do not have a Verbal SAT/Reading ACT score will need to take a Reading Placement exam. Reading placement is mandatory for both developmental reading courses (GENS 099 and GENS 151).

Orientation

All new students (freshmen and transfers) to the University will participate in an orientation prior to registering for their first semester of class. In addition, the University offers a welcome week program in which all new students are expected to participate. Both programs are designed to assist new students in making the transition to the University. The orientation program focuses on introducing new students to the academic policies and support services at USI, facilitating the academic advising and registration process for their first semester, and preparing students for the first day on campus. During this program, new students will meet with a faculty member in the student's intended major to select courses. The fall welcome week program provides further orientation to programs and services offered by the institution; education on developing skills needed to succeed in college; and opportunities to become connected with other students, faculty, and staff at the institution. Newly admitted students will receive a mailing from the Office of Student Development Programs several months prior to their first semester, outlining dates and instructions for participation in new student orientation. Further information may be obtained at www.usi.edu/orientation.

Evening Student Services

To accommodate evening students, the offices of Admission, Student Development Programs, Student Financial Assistance, Registrar, and Career Services and Placement offer evening hours when classes are in session during fall and spring semesters. Contact the individual office for hours of operation. Students who need to see specific faculty or staff members during evening hours should make appointments to do so.

Undergraduate Financial Assistance

Application for Financial Assistance

To be considered for all types of assistance, students must file the Free Application for Federal Student Aid (FAFSA) by March 10 preceding the academic year for which aid is being requested. The Free Application for Federal Student Aid (FAFSA) is available to complete online at www.fafsa.gov. All required documentation requested by the University must be submitted to the Student Financial Assistance Office by May 1 for timely processing. Applications and files completed after prescribed deadlines

(while the student is still enrolled in the required number of credit hours) will be considered on a funds-available basis throughout the academic year.

New Freshmen

To be eligible for federal student aid, all new freshmen must submit an eighth-semester high school transcript or General Education Development (GED) certificate to the USI Admission Office.

Transfer Students

Transfer students must have their academic transcripts from prior colleges evaluated by the USI Registrar's Office before student loans can be processed. Transfer students with less than 30 credit hours of acceptable transfer credit also must submit an official high school transcript or GED certificate to the USI Admission Office.

Name, Social Security Number, and Date of Birth

Financial aid applicants must use the same name, Social Security number, and date of birth in all official government records. Name changes must be on file with the Social Security Administration before financial aid applications can be processed. Applicants must use their full legal name, correct Social Security number, and date of birth on the FAFSA. Note that other agencies such as Selective Service and Immigration will be checked to see if the student is in compliance with all federal regulations. Proof of draft registration compliance with Selective Service may be required for male students who have reached age 18. The Department of Homeland Security, Citizenship and Immigration Services, must verify the alien registration number of all immigrants who are not naturalized citizens. An incorrect name, Social Security number, date of birth, or alien registration number will cause significant delays in aid processing.

Enrollment Status/Credit Level

For undergraduate financial aid purposes, the following minimums apply in determining eligibility for assistance.

Undergraduate

<u>Time status</u>	<u>Minimum credit hours require</u>
Full-time	12 credit hours
3/4-time	9 credit hours
1/2-time	6 credit hours

NOTE: Assistance may be reduced or withdrawn for less than full-time enrollment. Only credits that are required for successful completion of the student's degree program may be counted in the determination of enrollment status. Students who receive aid for courses not required for graduation will be directed to repay all or a portion of such aid. Some financial aid programs require continuous full-time enrollment. Scholarship recipients are responsible for knowing and complying with the rules specific to each scholarship program.

Financial Responsibility

Students must be prepared to pay that portion of their tuition and fees not covered by financial aid. The Bursar's Office offers an installment payment plan that utilizes multiple payments during an extended time period. An additional processing fee is assessed.

Most types of aid will appear as a credit against tuition and fees on the bill sent prior to the start of classes. Some aid types, such as Work Study, require special procedures and will not appear on the tuition bill. Memo aid that appears on the bill, may be deducted from total tuition and fees. Students should contact their Student Financial Assistance counselor if they have questions about these procedures.

General Eligibility Requirements for Federal Student Aid

To receive Pell Grants, Supplemental Educational Opportunity Grants, Federal Work Study, Direct (Student) Loans, and Direct (Parent) PLUS Loans, a student must meet the following general requirements and additional program-specific requirements.

Basic eligibility requirements:

- Demonstrate financial need (except for unsubsidized Direct loans and Direct PLUS loans)
- Be a U.S. citizen or eligible noncitizen (for most programs) with a valid Social Security number (SSN)
- Be working toward a degree or certificate in an eligible program
- Have a high school diploma or a General Educational Development (GED) certificate
- Register (if you haven't already) with the Selective Service, if you are a male between the ages 18 and 25
- Maintain satisfactory academic progress
- Not be in default on a Title IV or HEA student loan or owe a repayment of a Title IV or HEA grant received for attendance at any institution
- Complete and submit all requested forms/documents (such as Verification) to the Office of Student Financial Assistance; check your myUSI to see what forms/documents have been requested

Federal Financial Aid Programs

Federal Pell Grant. This is the largest federal student aid program for undergraduate students. It provides grants to the neediest students. These grants are gift aid and therefore do not have to be repaid. Pell Grants provide a foundation of financial aid to which other types of assistance may be added.

Students apply for Pell Grants by completing the FAFSA. As a result of applying for the Pell Grant, the student will receive a Student Aid Report (SAR). The SAR must be checked by the student for accuracy and any errors reported to the Student Financial Assistance Office.

Federal Supplemental Educational Opportunity Grant. As with Pell Grants, the SEOG program is limited to undergraduate students. Students who have met requirements for a bachelor's degree are not eligible for either program.

Supplemental Grants are available to exceptionally needy students who complete the FAFSA and submit all required documentation before the published deadline.

Federal Work Study (FWS). This program provides jobs for undergraduate and graduate students who need financial aid. Students are paid at least minimum wage and work between five and 20 hours per week when school is in session. During periods of non-enrollment, eligible students may work full time, if funds are available. A portion of the earnings from non-enrollment periods is used to meet the student's academic year expenses and, therefore, may reduce a student's need for other assistance. Summer work study funding is limited by available federal aid.

Students may apply for the FWS program by completing the FAFSA and indicating Work Study as a type of aid requested. Preferred filing deadlines should be observed to ensure consideration of the student for these limited funds.

Direct (Student) Loan. These are low-interest loans made to students through the William D. Ford Direct Loan Program. Direct Loans are available to both undergraduate and graduate students. Repayment begins six months after the borrower graduates, withdraws from USI, or drops below half-time status. All students must complete the FAFSA before the Direct Loan is offered by the University. Students should accept/ decline/reduce the amount of their Direct loan on myUSI on or after July 1. First-time Direct Loan recipients will be required to complete Entrance Counseling and a Master Promissory Note prior to disbursement.

Direct (Parent) PLUS Loan. Direct PLUS Loans are available to parents of dependent students through the William D. Ford Direct Loan Program. Interest is fixed but may vary annually. Repayment begins within 60 days after the loan has been fully disbursed of the second disbursement. For a full year loan, repayment will begin in the spring. The loan can be deferred until six months after the student graduates, leaves school, or drops enrollment below half-time status. The parent borrower may request this deferment option by contacting Direct Loans at 800/ 848-0979. Parents may apply for a Direct PLUS Loan online at www.studentloans.gov. Paper applications are available in the Office of Student Financial Assistance or the form may be downloaded at www.usi.edu/finaid/sfaforms.asp.

State of Indiana Student Aid Eligibility

An eligible student must be:

- an Indiana resident domiciled within the State of Indiana on December 31 prior to the first day of the academic year for which the award is made;
- a U.S. Citizen or eligible noncitizen
- a high school graduate of an approved secondary institution or hold a GED;
- a qualified Indiana resident who has not been convicted of a felony, illegal use of force or violence during a public demonstration, or a crime involving narcotics or dangerous drugs;
- a full-time student (12 or more credit hours) through the end of the tuition-refund period, earning credits toward the first undergraduate degree.
- most Indiana programs require that the FAFSA be filed early enough to be received by March 10 each year.

Note: Edit letters from the Indiana Commission for Higher Education (CHE) regarding FAFSA problems must be responded to by May 15.

State of Indiana Financial Aid Programs

For a complete listing of Indiana Awards and Scholarships, visit www.state.in.us/ssaci/index.htm.

Higher Education Award. Part of the Frank O'Bannon Grant Program, HEAs are awarded on the basis of need and are restricted to payment of academic year tuition. Full-time enrollment is required. An eligible Indiana institution's school code, such as USI (001808), must be listed on the FAFSA. The FAFSA is filed online at www.fafsa.gov. The FAFSA must be received by the processor on or before March 10 annually. Detailed program requirements are available at www.state.in.us/ssaci/2346.htm.

Minority Teacher and Special Education Services Scholarship. State-funded and administered by the University, scholarships are awarded to outstanding black or Hispanic students majoring in education or individuals pursuing a special education teaching or occupational or physical therapy certification. Recipients must file a FAFSA and be Indiana residents who are enrolled or will enroll full-time. Applications and scholarship requirements are available online at www.state.in.us/ssaci/2342.htm.

Nursing Scholarship Fund Program. Tuition-only scholarships are available to Indiana residents who are or will be enrolled in the nursing program. Recipients must be enrolled at least half-time (six credit hours) and demonstrate financial need by completing the FAFSA. Applications and scholarship requirements are available online at www.state.in.us/ssaci/2343.htm.

Vocational Rehabilitation Education Assistance. Indiana Rehabilitation Services provide educational assistance to eligible Indiana residents through the Vocational Rehabilitation Division. The Student Financial Assistance office will coordinate this assistance with other types of aid that may be available.

Students should contact the Vocational Rehabilitation Division Office in their region if they think they might qualify for rehabilitative services. Vocational Rehabilitation is listed under Family and Social Services in the State Offices section of the phone directory.

Child of Disabled or Deceased Veteran (CDV). State universities and colleges in Indiana waive tuition and certain fees for the natural or adopted children of service-connected disabled or deceased veterans. The veteran must be considered to be an Indiana resident by the Indiana Department of Veteran Affairs and have received a discharge other than dishonorable. The benefit is available for a total of four years of study (124 credit hours) under the CDV program, including study at other state universities. This benefit is available for both undergraduate and graduate study; however, the tuition waiver only pays at undergraduate rate. Other tuition-specific aid from non-University sources will be applied first.

Applications and complete program requirements are available online at www.state.in.us/ssaci/2338.htm or in the Student Financial Assistance Office. The application and supporting documentation must be certified by the Indiana Department of Veterans Affairs in Indianapolis. The FAFSA is required each year.

Child of POW/MIA. State universities and colleges in Indiana waive tuition and certain fees for the child of any person who was a resident of Indiana at the time of entry into the U.S. Armed Forces and was classified as a prisoner of war or missing in action

after January 1, 1960. Eligible children must have been born before or during the time parent served as a POW or was declared MIA. Applications and complete program requirements are available at www.state.in.us/ssaci/2526.htm or you may contact your Student Financial Assistance counselor. The FAFSA is required each year.

Child of Indiana Public Safety Officer Killed in the Line of Duty. State universities and colleges in Indiana waive tuition and certain fees for the children of Indiana public safety officers killed in the line of duty. The benefit is available for a maximum of 124 credit hours of study through age 23. This benefit may be used for undergraduate or graduate study; however, tuition waiver only pays at undergraduate rate. Full-time enrollment is required. Applications, program requirements and a complete list of public safety officers is available online at www.state.in.us/ssaci/2529.htm or you may contact your Student Financial Assistance counselor for more information. The FAFSA is required each year.

University Scholarships, Grants, and Employment

New students are encouraged to apply for admission no later than March 1 prior to their initial fall semester to ensure consideration for all scholarships. Many scholarships also require completion of the FAFSA by March 10 each year. Some scholarships require a separate application. They are noted in the following listing.

Departmental Scholarship.

The primary scholarship offered by the University of Southern Indiana. To qualify, students residing in Indiana or selected counties in Kentucky must rank in the top 25 percent of their high school class and be enrolled in the Indiana Academic Honors or Kentucky Pre-college Curriculum. The USI Departmental Scholarship is a guaranteed four-year award with reasonable renewal criteria (3.0 GPA and full time enrollment). This scholarship ranges in value from \$500 per year up to full yearly tuition. Individual award amounts are based on a student's SAT or ACT scores, overall rank in class, and cumulative grade point average. A separate application is not required; the USI Undergraduate Application for Admission serves as the application for the Departmental Scholarship.

Deans Scholarship. Deans Scholarships are available to students nationwide. The scholarship is renewable for four years and is valued at \$2,000 annually. To qualify, initially matriculating freshmen must earn a minimum SAT score of 1100 (without writing component) or 1700 (with writing component) or a composite ACT score of 25 and meet one of the following criteria: be a National Merit Semifinalist or Scholar, meet all the application requirements for the USI Presidential Scholarship, or rank in the top five percent of the high school graduation class. The number of Deans Scholarships each year is subject to the availability of funding.

Baccalaureate/Doctor of Medicine Scholarship. Through a competitive interview process, the University of Southern Indiana provides a full tuition scholarship for four years of undergraduate study as well as provisional acceptance into the Indiana University Medical School. Qualifications include a minimum 3.5/4.0 high school grade point average and an SAT score of 1200 (without writing component) or 1800 (with writing component), or an ACT composite score of 27. The B/MD application, including related admission materials and most recent high school transcript, must be submitted by January 15.

Non-Resident Top Scholar Award. This scholarship is designated for outstanding students residing outside the state of Indiana. Students must rank in the top 10 percent of their high school class or earn a 3.75/4.0 grade point average. In addition to GPA, or class rank, students must achieve a combined score of 1700 (with writing component) or 1100 (without writing component) on the SAT or earn an ACT composite score of 25. Recipients are provided an opportunity to attend the University of Southern Indiana while paying in-state tuition and fees. A separate application is not required; the USI Undergraduate Application for Admission serves as the application for the Non-Resident Top Scholar Award.

Presidential Scholarship. Indiana students ranked first or second in their senior class may qualify to compete for Presidential Scholarships which cover full tuition and housing; in addition, a yearly stipend for books and board is provided. Applicants must attend a state-commissioned high school in Indiana and earn an SAT score of 1200 (without writing component) or 1800 (with writing component), or an ACT composite score of 27. Qualifying students may receive a USI Presidential Scholarship application with initial acceptance. The USI Presidential Scholarship application, including related admission materials and most recent high school transcript, must be submitted by January 15th.

Academic Excellence Award. USI offers a number of Academic Excellence Awards (AEA) to attract and retain students who meet all requirements for the Presidential Scholarship but are not selected to receive the highly competitive Presidential Scholarship. The AEA covers 100 percent of the student's instructional fees (tuition) and is renewable while maintaining academic excellence. To be considered for this award, scholars must complete all steps listed for the Presidential Scholarship application according to published deadlines.

Indiana-Kentucky Reciprocal Tuition Program. Permanent legal residents of Henderson, Daviess, Hancock, and Union counties in Kentucky may pursue an undergraduate or graduate degree at USI and pay Indiana tuition rates. Students who begin their education under this program will be permitted to complete their degree with full program benefits as long they remain continually enrolled in all regular (fall/spring) terms.

Music Performance Scholarship. Music performance scholarships are available for members of USI Chamber Singers. Contact the director of USI Chamber Singers in the College of Liberal Arts at 812/464-1736 or email drcraig@usi.edu for audition information.

Theatre/Drama Scholarship. Individuals interested in assisting with the production of theatrical events may contact the director of theatre in the Department of Art, Music, and Theatre at 812/465-1614 for information concerning theatre/drama scholarships.

Athletic Scholarship. Women's sports include basketball, softball, volleyball, soccer, cross country, golf, and tennis. Men's sports include basketball, baseball, soccer, golf, tennis, and cross country. Student athletes desiring information on athletic grant-in-aid scholarships may contact the director of Athletics at 812/464-1846.

USI Non-Resident Grant. A minimum of 2.5 (4.0 scale) cumulative high school grade point average is required. Transfer students must have a minimum 2.0 (4.0 scale) cumulative college grade point average. Eligible recipients will receive a scholarship valued at over \$5,000 per year compared to out-of-state tuition rates. Students will pay \$289.60 per credit hour.

Recipients must enroll in the fall and spring terms following receipt of award notification. Students may be enrolled part-time or full-time and must successfully complete 67% of all USI attempted credit hours and 2.0 minimum cumulative GPA for renewal.

Students must be residents of Kentucky or Illinois to receive this scholarship.

USI Regional Academic Scholarship. A minimum 2.75/4.0 cumulative high school grade point average is required. Transfer students must have a minimum 2.75/4.0 cumulative college grade point average. In addition to grade point average, a minimum SAT score of 1500 (with writing component) or 1000 (without writing component) or 21 composite ACT is required. Eligible recipients will receive a scholarship valued at over \$6,800 per year compared to out-of-state tuition rates. Students will pay \$231.68 per credit hour. Such students must reside in University-provided housing. **Students must be residents of Kentucky or Illinois to receive this scholarship.**

*Note: Students offered this award who choose not to live in University housing will receive the Non-Resident Grant listed below.

One-Course Plan. Persons eligible for the One-Course Plan include retired individuals and spouses of eligible full-time USI students. Retired persons include anyone over the age of 60.

Individuals in the One-Course Plan who are new to the University may enroll in the first USI course for total instructional fees of \$25 plus applicable incidental fees. Incidental fees may include lab fees, refundable breakage deposits, distance education material charges, and parking fees. Course enrollment must be completed during late registration on a space available basis.

Spouses of full-time students are eligible if the full-time student has a minimum 2.0 cumulative USI grade point average. When the One-Course Plan is used in the fall or spring, the full-time student must be enrolled in 12 or more credit hours in the same term. For any summer session, the full-time student must have been enrolled in 12 or more credit hours in the preceding spring term or be pre-registered for 12 or more credit hours in the following fall term. An exception is made for graduate students who are defined as full-time when enrolled in nine or more credit hours.

Students enrolled in the One-Course Plan are limited to one course in the semester or summer session in which they participate in this plan. The plan may be used only once and may not be repeated.

Limitation on Participation. When institutional and/or state programs provide for payment of the same fees (e.g. tuition), such aid will be coordinated to ensure that the aid does not exceed actual charges. There are no cash refunds of tuition specific aid.

Student Employment. In addition to Federal Work Study, the University employs students as part-time employees. Contact the Career Services and Placement Office in the Orr Center for information about non-Work Study student employment both on and off campus.

USI Foundation Scholarships

Students who apply for admission to USI by March 1 of their senior year of high school and complete the FAFSA by March 1 are automatically considered for one of approximately 50 merit-based USI Foundation Scholarships awarded each year. Awards range from \$400 to \$2,000 per academic year. Scholarship recipients are notified in mid-April.

Satisfactory Academic Progress

Statement of Purpose - Students who apply for federal or state financial assistance (including student and/or parent loans) are required to make satisfactory progress toward the completion of their degree or certificate program. Satisfactory progress is measured by a student's cumulative grade point average and a student's completion rate (the number of credits successfully completed) after each semester. In addition, students are limited to a maximum timeframe (150 percent of the published

timeframe) for completion of their degree/certificate. This policy sets the minimum standards for evaluating satisfactory academic progress for federal and state financial assistance.

Cumulative Grade Point Average - Financial aid recipients are required to maintain a minimum cumulative grade point average (GPA) as they progress toward achievement of their degree or certificate. To determine academic standing, transfer credits accepted by USI are added to USI attempted hours these are called “overall attempted hours.” .

Overall Attempted Hours (including transfer hours)	1-62	63+
Required USI Cumulative GPA	1.80	2.00

Cumulative grade point average is calculated by the Office of the Registrar at the end of Fall, Spring, and Summer terms using all credits attempted at USI in which a letter grade of A through F is earned. Students who do not meet the above standards will be placed on financial aid warning status. Failure to meet the cumulative GPA standard by the end of the warning term will result in loss of financial aid eligibility. Also, students who are academically dismissed are ineligible for financial assistance.

Minimum Successful Completion Rate – A student’s overall successful career completion rate is also evaluated at the end of each semester. Completion rate is calculated by taking the total number of credit hours a student successfully completes (passes) divided by the total number of credit hours a student has attempted. Students with an overall successful completion rate that falls below 67 percent will be placed on financial aid warning status. Students placed on financial aid warning have one semester in which to establish a 67 percent (or better) successful completion rate. Failure to establish at least a 67 percent overall successful completion rate by the end of the warning term will result in loss of financial aid eligibility.

Note that financial assistance attempted hours include all hours that a student enrolls in for a term. Usually, this is the number of hours a student is enrolled in as of the official enrollment (census) date (normally, the end of the 100% tuition refund period). Exceptions to this are made for students who add hours after the census date. Such additional hours will be included in the number of financial assistance attempted hours for the term. Note that for completion rate purposes, attempted and earned hours used in the calculation also include transfer hours that have been accepted by USI from other institutions.

Note: Courses in which a passing grade is earned are considered successfully completed. Courses in which a failing grade, no pass grade, incomplete grade, or withdrawal is assigned are not successfully completed.

Exceptions to the Completion Rate Rule - A student who applies for financial assistance and fails to earn any academic credit for a term will have aid eligibility suspended at the end of the term. This includes students who withdraw from a term after applying for financial assistance.

Maximum Timeframe for Completion of Degree or Certificate Requirements - Federal grant, loan, and work study programs are limited to six years or 12 semesters of full-time enrollment, the equivalent part-time enrollment, or any equivalent combination of part-time and full-time enrollment for students pursuing their first baccalaureate degree. Students enrolled in associate degree and certificate programs are limited to 150 percent of the standard program length for financial assistance purposes. Indiana State grant programs are an exception to the 150 percent rule. State grant programs are limited to four years or eight semesters of full-time enrollment. All prior enrollment periods are considered including those in which students did not receive federal or state financial assistance.

To ensure compliance with the above limitations, most students enrolled in their first baccalaureate program are limited to 186 financial aid attempted credit hours and most associate degree students are limited to 96 attempted credit hours. See below for exceptions to the standard for baccalaureate and associate degree programs. Students enrolled in the Dental Assisting Certificate program are limited to 67 attempted credits. Students working on their second undergraduate degree/certificate or teacher certification are limited to 231 attempted credits including all previously earned credit hours.

Exceptions to Maximum Hour Rules

Associate Degree
Exceptions to 96 Hour
Maximum:

Baccalaureate Degree
Exceptions to 186 Hour
Maximum:

Respiratory Therapy	109 Attempted hours	Industrial Supervision	187 Attempted hours
Occupational Therapy Assistant	117 Attempted hours	Nursing and Elementary Education	190 Attempted hours
Radiologic & Imaging	135 Attempted hours	Advanced Manufacturing	192 Attempted hours
Dental Hygiene	146 Attempted hours	Occupational Therapy	193 Attempted hours
Nursing	150 Attempted hours	Engineering	195 Attempted hours

Incompletes and Course Repeats - Incomplete grades must be converted to a passing grade by the end of the next regular term (fall or spring). Incompletes should not be requested for the purpose of permitting a student to repeat a course. Incompletes which remain on a student's transcript beyond one term will be considered failing grades for financial aid purposes. Exceptions will be made when the instructor requests an extension and certifies that the student is not repeating the course in its entirety.

Students may only receive financial aid funding for one repetition of a previously passed course. If a student repeats a previously passed course more than once, that course will not count towards the student's enrollment status for financial aid purposes and aid received for that course will be repaid in full. Repeated coursework may be counted if a student does not successfully complete (pass) the course. There is no limitation on the number of times a student may retake a course that has not been successfully completed. Regardless of whether the student received financial aid or not, all repeated coursework must be counted as attempted credits for completion rate and maximum timeframe purposes.

Enrollment in Degree or Certificate Program - Financial aid recipients may receive financial aid funding only for courses that apply to their degree/certificate program. An exception is made for non-credit developmental courses that are recommended or required by USI. Courses which are audited and credits which are earned through CLEP testing do not count toward students' enrollment status for financial assistance. *After earning 63 or more cumulative hours (including transfer credits), students must have a declared major and be admitted to the appropriate college at USI.*

How to Regain Financial Aid Eligibility – There are two ways students have to try and regain financial aid eligibility.

- Students may make up a deficiency in earned hours or GPA at their own expense. Transfer coursework accepted into a student's USI programs can be used to make up completion rate deficits. Such hours must count toward completion of the student's degree/certificate. The minimum transfer grade acceptable for this purpose is a "C". The cumulative GPA will be determined by the Registrar using only grades received at USI. Therefore, cumulative GPA deficits can only be made up by taking USI coursework. The Student Financial Assistance Office must be notified in writing when students make up deficiencies in either cumulative GPA or earned hours. After students have made up deficiencies, they are responsible for submitting an appeal form for a review of their compliance with this policy, it is not automatic. An appeal form is available for this purpose and is sent to students at the time aid eligibility is suspended. Additional "Financial Assistance Appeal Forms" are available in the Student Financial Assistance Office located in the Orr Center or at the website: www.usi.edu/finaid/.
- If a student's failure to maintain satisfactory academic progress is a result of illness, family circumstances, or other mitigating conditions beyond the student's control, students may appeal to the Financial Assistance Appeals Committee for a waiver of this policy. All such appeals should be submitted within 45 days after the end of the term in question and supporting documentation by a third party (e.g. doctor, counselor, or attorney) must be attached when applicable.

Students will receive a written response to their appeal within 45 days. Appeals submitted less than 30 days before the start of a term for which assistance is desired will not be processed before tuition and fees are due. In such cases, students must be prepared to pay their tuition and fees while awaiting the outcome of their appeal. Students may request at the time of appeal that their full class schedule (in term following suspension of aid eligibility) be canceled at the 100 percent refund rate in the event their appeal is not approved. Contact the Bursar (Cashiers' Office) for information on tuition/fee payment by calling 812/464-1842. Appeals for reinstatement of aid for a specific term will not be accepted after sixty percent (60%) of the term has elapsed. In fall and spring, the end of the ninth week marks the 60% point of the semester. Such appeals will apply to subsequent terms.

Guidelines for Appeal Letters - Appeal letters are required for explanation of mitigating circumstances. Appeals must be based on specific mitigating circumstances that relate to the period of time in which the student lost eligibility for student financial assistance. Letters must be typed, one page or less in length, include the student's USI ID number, and include the student's current mailing address. Letters **must** be signed by the student submitting the appeal. Documentation should be stapled to the appeal letter and not sent separately. Personal appearances before the appeals committee are not required. Students may request a personal appearance by contacting the Student Financial Assistance Office at 812/464-1767 or 800/467-1965. Appeals should be addressed to the Student Financial Assistance Office, Attn: Appeals Committee, 8600 University Blvd. Evansville, IN 47712.

Additional Information - Students who have lost their eligibility for financial assistance should continue the annual application process for student financial assistance and observe all deadlines. Eligibility may be reinstated when students comply with this policy or receive a waiver as a result of a successful appeal.

Students may not "bank" earned hours for future terms. Students may make up deficits at their own expense and may then request a review of financial aid eligibility. Students are responsible for notifying the Student Financial Assistance Office of any change in academic standing including makeup of incompletes, grade changes, and acceptance of transfer credit.

Students pursuing second degrees may not receive financial assistance unless the second degree is substantially different from the first. The second degree must require a minimum of 30 semester hours in specified major-related courses that are not considered electives or general education (University Core Curriculum). Determination of eligibility will be made by the Dean of the college of the student's major in accordance with the Student Financial Assistance Office.

Students have the right at any time during normal office hours to request the Student Financial Assistance Office or the Registrar to review their academic records for errors.

Students enrolling in the Fresh Start Program must establish eligibility for student financial assistance by making up deficits in the cumulative grade point average at the student's own expense. Financial assistance is, therefore, not available to Fresh Start Program participants.

Successful completion of the Fresh Start Program will not reduce the number of attempted hours used in the financial aid maximum timeframe or completion rate calculations.

No financial assistance, including Direct Loans and PLUS Loans, will be reinstated for prior terms in which the student was not in compliance with this policy.

More Information - For answers to questions about this policy, call Student Financial Assistance @ 812/464-1767 or 800/467-1965 or send an email to finaid@usi.edu.

Return of Title IV Federal Funds Institutional Refund Policy

This policy applies to students who withdraw from the semester, either officially or unofficially, or are administratively dismissed and received Title IV Federal Funds as defined below. Tuition and fee refunds for these students are determined according to the following policy:

1. The term "Title IV Funds" refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at USI includes the following programs: unsubsidized Direct (Student) loans, subsidized Direct loans, Direct (Parent) PLUS loans, Federal Pell Grants, and Federal (FSEOG) Supplemental Educational Opportunity Grants.
2. A student's withdrawal date is the earlier of:
 - the date the student began the institution's withdrawal process (as described in the University bulletin) or officially notified the University's registrar of intent to withdraw; or
 - the midpoint of the period for a student who leaves without notifying the institution; or
 - the student's last date of attendance at a documented academically related activity.

Note: Medical Withdrawals and the Return of Title IV Funds - Students who are granted medical withdrawal are treated in the same manner as students who withdraw from the college.

3. Refunds and the Return of Federal Funds
 - Refunds of tuition, campus service fees, parking fees, and special fees will be prorated on a weekly basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of tuition and fees to students or to non-federal entities after that point in time.
 - Refunds of room and board charges will be prorated on a per-diem basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of fall or summer room and board charges to students or to non-federal entities after that point in time. Exception: The Residence Life contract does not permit prorated housing refunds in the spring semester. Any student who withdraws in the spring semester is charged the full housing contract buy-out fee regardless of the date of withdrawal.

Notes: Residence Life may assess penalties and damage charges that could reduce the amount of the refund. Declining balance food plans are non-refundable.

- Title IV federal aid is earned in a prorated manner on a per-diem basis based on the semester calendar up to the 60 percent point in the semester or summer as a whole. Title IV federal aid is viewed as 100 percent earned after that point in time.
- Students withdrawing by the close of business on the census date for a given term will receive a 100 percent refund minus room and board charges. In the fall and spring, the census date is the end of the first week of classes. Exceptions are made for classes that are shorter in length than the full semester.
- If a student is determined to be eligible for a post withdrawal disbursement of undisbursed Title IV funds the student will be notified and given 14 days to respond. The disbursement will be posted upon receipt of permission from the student.
- Refunds will be sent to students' mailing (permanent) addresses following withdrawal. Adjusted bills will be sent to the students' email addresses.
- There are no refunds for incomplete independent study or distance education courses.
- There are no room or board refunds for enrolled students withdrawing from the room or board plans after the fourth week of the semester (eighth day of a summer session).
- Room and board charges will be adjusted for students enrolled in approved academic off-campus activities such as study abroad, internships, co-op placement, and field placement.
- In accordance with federal regulations, when federal financial aid is involved, refunds are allocated in the following order: unsubsidized Direct Loans, subsidized Direct Loans; Direct PLUS loans; Federal Pell Grants; Federal SEOG; other Title IV federal assistance; other federal sources of aid; other state; private and institutional aid; and finally, the

student. Note: Generally, all semester charges must have been paid in full at the time of withdrawal for a student to receive a refund.

4. The University's responsibilities in regard to the return of Title IV funds include:
 - providing each federal financial aid recipient with the information given in this policy;
 - identifying students who are affected by this policy and completing the Return of Title IV Federal Funds calculation for those students; and
 - making required returns of Title IV federal funds that are due the Title IV programs.
5. The student's responsibilities in regard to the return of Title IV funds include:
 - notifying the University's registrar of intent to withdraw (must provide proof of identity);
 - following the University's prescribed procedures for officially withdrawing from the semester; and
 - returning to the Title IV federal programs any funds that were disbursed directly to the student for which the student was determined to be ineligible.
6. Schedule Changes

Refunds of tuition and instructional fees resulting from a change in enrollment status (for example, from full-time to half-time) will be returned to the financial aid program(s) which originally paid the tuition/fees. Other refunds will be made by check to the student or other payee through the fourth week of the semester or eighth day of a summer session. Note: Student accounts which are not paid in full at the time of withdrawal may not receive a refund or may receive only a partial refund.

7. Excluded Charges

Charges that are excluded from refund calculations under this policy include:

- unpaid charges for the current semester or summer session;
- institutional charges for prior terms;
- housing deposits;
- proprietary (Sodexo) declining balance food plans;
- lab breakage fees (and other refundable deposits);
- admission fees;
- matriculation (orientation) fees;
- textbooks;
- charges for non-returnable supplies and equipment;
- penalty charges such as parking, library, and video fines; and
- late registration fees.

8. Non-Attendance Procedure

Students who receive financial aid and do not attend classes will be required to promptly repay all funds received. Nonattending recipients of student loans will have their loans cancelled and all disbursed loan amounts will be due and payable in full within 30 days. Failure to repay this debt will result in an adverse report on the student's credit history and eligibility to enroll at USI will be revoked.

9. Other Refunds

The University reserves the right to apply any refund due a student to the repayment of institutional loans or book charges.

Any notification of a withdrawal or cancellation of class schedule should be in writing, signed, and addressed to the University's registrar. Cancellation of admission applications (prior to enrollment in classes) should be in writing, signed, and addressed to the University's director of Admission.

If you believe that your individual circumstances warrant that your charges or refund should be determined in a manner other than described in USI's published policies, contact the Bursar's Office in writing to explain your circumstances or justification for an exception. The outcomes of application of the institutional refund policy may be appealed in writing to the University's Administrative Appeals Committee.

Disclaimer: The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time when required by changes in federal regulations. This policy reflects the University's good faith effort to interpret federal regulations that have a bearing on such matters.

Fees and Expenses

Instructional Fees (Contingent, Student Services, and Academic Facilities Fees)

Indiana residents who are undergraduate students pay a combined contingent, student services, academic facilities fee, and technology fee of \$202.83 per credit hour. In-state graduate students pay a total of \$294.44 per credit hour.

The combined contingent and academic facilities fees are used to help meet the cost of instruction, construction and maintenance of buildings, and library and laboratory resources. The student services fee provides student programs and other selected personal and cultural development activities.

Non-Resident Fees

Undergraduate students who are not residents of the State of Indiana for fee purposes pay a non-resident fee of \$482.83 per credit hour. Non-resident graduate students pay a non-resident fee of \$580.68 per credit hour.

Special Fees

Audit Fee. An audit fee of \$35 plus applicable lab fees are charged to qualified students who desire to attend an undergraduate class open for auditing. The audit student attends the class without participating in the recitation and without credit.

Application Fee. Students submitting an application for Graduate and Undergraduate Studies must remit a \$40 nonrefundable application fee.

Distance Education Delivery Fee. A \$30 distance education fee is assessed for each distance education course. Distance education courses also may have additional fees that are course-specific.

Health Professions Insurance. A \$20 fee is assessed to students enrolled in courses that involve course work with direct patient care.

Health Services Fee. The USI Student Health Center provides students with services typically offered in a primary-care setting. The enrollment fee of \$47 per semester covers office visits and certain basic services.

Laboratory Fees. Charges ranging from \$35 to \$200 are made to all students who enroll in selected computer lab, laboratory, and studio courses. These charges and courses are identified at each registration period.

Late Registration Fee. A fee of \$35 will be assessed to a student who registers during the first week of a term. A fee of \$125 will be assessed to a student who enrolls at anytime subsequent to the end of the first week of classes

Matriculation Fee. First-time registrants will be assessed a matriculation fee. This fee will be used to fund expenditures in the areas of student orientation, welcome week, and various other student development programs. A first-time student enrollee will be charged \$100.

Parking Fine. The Office of Security may assess fines for parking and traffic violations in accordance with University of Southern Indiana traffic regulations.

Replacement of Student Eagle Access Card Fee. A fee of \$10 will be charged to students who apply for a replacement Eagle Access card.

Special Course Fee. Charges not exceeding \$200 are assessed to students enrolled in courses involving extensive use of consumable supplies. The amount of this fee will vary by course.

Student Activity Fee. All students will be assessed a non-mandatory \$50 per semester student activity fee. This fee is used to support the University Recreation and Fitness Center, Intramural Recreational Services, and various student programs.

Transportation and Parking Fee. All students who attend classes on campus will be assessed a transportation and parking fee. Students who register for three or fewer hours per semester will be charged \$54. Students who register for more than three and fewer than eight credit hours per semester will be charged \$72. Students who register for eight or more credit hours per semester will be charged \$90.

University Services Fee. The University Services Fee funds expenditures in the areas of student publications, the O'Daniel Leadership Academy, and other student development programs. Students who register for eight or more credit hours per fall or spring semester will be charged a \$30 University Services Fee. Students who register for more than three and fewer than eight credit hours per fall and spring semester will be charged \$22.75. Students who register for three or fewer hours per fall or spring semester will be charged a University Services Fee of \$10.

Refund Policy

Fall and spring semesters: Students who drop one or more courses during the first week of a semester will receive a 100 percent refund of fees; during the second week of a semester, a 75 percent refund; during the third week of a semester, a 50 percent

refund; and during the fourth week of a semester, a 25 percent refund. No refund will be made for courses dropped thereafter. This policy is applicable to both class schedule changes and withdrawals from the University.

Summer sessions: Students who drop a course or withdraw from the University on the first or second day of a summer session (first day of third summer) will receive a 100 percent refund; on the third or fourth day of classes (second day of third summer), a 75 percent refund; on the fifth or sixth day of classes (third day of third summer), a 50 percent refund; and on the seventh or eighth day of classes (fourth day of third summer), a 25 percent refund. No refund will be given for dropped courses or withdrawals after the eighth day of a summer session (fourth day of third summer).

Payment

Registered students must remit payment or enter into the University's payment plan by the due date on the billing statement. Fees may be paid by using MasterCard, Discover card, American Express, cash, personal check, e-check, or money order. A 2.70 percent convenience fee will be assessed for all credit card payments.

Increases

The fee rates cited here are for the 2012-13 academic year. The Board of Trustees sets fee rates annually, inflationary increases are expected for 2013-14 and beyond. Visit www.usi.edu/admission/tuition-fees or contact the Bursar's Office at the University after July 1 for actual fees for the 2013-2014 academic year.

Undergraduate Academic Information and Policies

It is important that a student be knowledgeable about academic information affecting continued enrollment status. Such information includes knowledge of the basis for assigning grades as an indication of academic achievement, the conditions of class attendance, and the class identification. Other information valuable to the student includes procedures for changing either semester class schedules or curriculum choice and special academic opportunities available to the student.

Academic Year

The University's academic year includes two semesters and three summer sessions. The academic calendar is published for each term in the Schedule of Classes.

Class Load

The normal class load is 15 or 16 hours per semester.

An average of 30 credit hours earned each academic year will allow a student to meet the University's minimum requirements of 120 credit hours for graduation at the end of four years or eight semesters.

A student is considered full-time if enrolled for 12 or more hours of prepared course work each semester/term.

Student Overload

Students who for any reason find it desirable to carry more than 18 hours during a semester/term may request this privilege through their academic advisor.

Procedure. There are two ways students may initiate the request for an overload: 1) request their academic advisor authorize the overload via an email to the Office of the Registrar or 2) obtain a Student Overload Form from the Office of the Registrar, secure their advisor's signature, and return the completed form to the Office of the Registrar.

Course Numbers

Undergraduate courses are numbered in the sequence of 000, 100, 200, 300, and 400. Generally, developmental courses are in the 000-099 series and do not count toward graduation. Freshman courses are in the 100 series, sophomore courses are in the 200 series, junior courses are in the 300 series, and senior courses are in the 400 series.

Class Attendance

A student is expected to attend all classes. It is the responsibility of an instructor to inform the student of the consequences of absence from class. It is the responsibility of the student to keep instructors informed regarding absences from classes.

A student who knows of necessary class absences should consult instructors prior to the absence. A student who misses classes is not excused from the obligations to instructors. Instructors are expected to provide the student with an opportunity to meet class commitments when absences are for good and proper reasons. Further, instructors are expected to maintain attendance records and to report excessive absences to the Office of the Registrar.

Developmental Classes Mandatory Attendance Policy

The following developmental courses (GENS095, GENS 097, GENS 098, GENS 099, GENS 151, MATH 100, MATH 101) have a mandatory course attendance policy. Students who have more absences than the number of times the course meets per week will be administratively withdrawn from the course. Administrative withdrawal can occur at any point during the academic semester. Students should be aware that enrollment of less than full-time (12 hrs.) status could have ramifications for such items as financial aid, health insurance eligibility, etc. Students who are required to miss class for official University events must acquire instructor approval before the scheduled absence.

During the course withdrawal/evaluation period, students who are failing the course at the time of the administrative withdrawal will receive the grade of F, DNP, or NP.

Students retain the right of appeal for decisions that result in their administrative withdrawal from the course. Students are entitled to remain enrolled in the course during the appeal process until a decision has been made.

Administrative Withdrawal for Non-Attendance

Students who are absent one-half or more of the class meetings of a full-semester length class without excuse during weeks two through four may be notified by letter to their mailing address of the possibility of their being administratively withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of a student (at mid-term) if the situation is not resolved. NOTE: Merely not attending a course does not automatically remove the course from a student's record. Students who do not accept the responsibility of completing an Add/Drop or Withdrawal From All Classes form jeopardize their record with the possibility of incurring an F in a course not properly dropped.

General Student Policies

Policies on student behavior, plagiarism, falsification of records, and other policies may be found in the Student Life section.

Classification

A student is usually identified as a freshman, sophomore, junior, or senior. Such a classification is applicable to the four years of full-time college attendance. However, an increase in hours earned during one or more semesters or enrollment in summer sessions may result in an accelerated program; conversely, a smaller than normal class load may result in a prolonged program. Thus, it is more accurate to designate class standing in accordance with credit hours earned.

Beginning fall 2013, the following schedule of hours earned is used to establish class standing:

0 - 29 hours	Freshman
30 - 59 hours	Sophomore
60 - 89 hours	Junior
90 + hours	Senior

This schedule has no necessary relationship to the cumulative hours and required grade point average necessary for continuing enrollment.

Grading System

Letter grades indicating the quality of course work completed, and for which the credit hours earned can be applied toward graduation requirements, generally can be interpreted as follows:

A, excellent; B+ and B, good; C+ and C, average; D+ and D, poor; S for satisfactory; P for pass; DP for developmental pass.

The letter grades assigned for unsatisfactory course work are F for failure; U for unsatisfactory; NP for no pass; DNP for developmental no pass. No credit toward graduation is granted for these grades.

The designation IN (incomplete) also may be used in special circumstances.

An incomplete grade (IN) may be given only at the end of a term to a student whose work is passing, but who has left unfinished a small amount of work (for example, a final examination, a paper, or a term project) which may be completed **without further class attendance**.

The student must act to remove the IN grade within one calendar year. If action is not taken, the IN grade will revert to an F. In the event the instructor from whom a student receives an incomplete is not available, the disposition of a case involving an incomplete grade resides with the appropriate dean.

An In Progress (IP) final grade is given in Advanced Senior Project classes which require enrollment in the same class in successive semesters. An IP grade means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

A withdrawal (W) is given when a student officially withdraws or is administratively withdrawn from a course during the automatic W period (see Schedule Changes and/or Withdrawal from the Semester/Term sections). A W also is given if the student is passing at the time of a drop/withdrawal after the automatic W period has ended. A W means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

Grade Point Average (GPA)

The grade point average is a numerical value which is obtained by dividing the number of quality grade points earned by the number of quality hours attempted. This average is computed at the end of each term, both for the term and on a cumulative basis. The grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points; D+ one and one-half points; and D one point. No points are recorded for an F, although the hours attempted are included in the computations. No points are recorded for a P or NP, DP or DNP, S or U, IN, IP, or W, and the hours attempted are not included in the computations.

Suppose that a student has earned the following grades:

6 hours of A (equals 24 points)
3 hours of B+ (equals 10.5 points)
3 hours of C+ (equals 7.5 points)
3 hours of C (equals 6.0 points)

Then the semester average would be 3.2, which is the quotient obtained by dividing 48 (the number of quality points) by 15 (the number of quality hours attempted). Students may visit www.usi.edu/reg/grader.asp to estimate their semester GPA.

A minimum cumulative GPA of 2.0 is required for graduation.

Transcripts (Academic)

Academic transcripts are maintained by the Office of the Registrar. Official transcripts include student name, USI student ID number, Social Security number, date of birth, permanent address, all officially enrolled and dropped courses, grades received, academic standing, majors, minors, degrees awarded, graduation honors earned, attainment of honors list, transfer institutions, number of transfer hours accepted, semester and cumulative statistics, quality hours, quality points, earned hours, and GPA.

How to view an unofficial transcript

Students may view their unofficial transcript online via myUSI.

The transcript will not be viewable if a student has unmet financial obligations to the University or for Stafford Loan recipients who have failed to complete an exit counseling session with the Student Financial Assistance Office.

How to request an official transcript

Students may request an official academic transcript by:

1. visiting myUSI and submitting an online transcript request (username and password required);
2. visiting www.usi.edu/reg and printing a request form (PDF format). The completed request form (including student signature) may be mailed or faxed to the Office of the Registrar;
3. visiting the Office of the Registrar and completing a Transcript Request form; or
4. mailing or faxing a letter including current name, name(s) while attending USI (if different than current name), USI student ID number, Social Security number, address to send transcript, contact information (in case of questions/problems with request), and the student's signature.

Transcripts may be picked up the next business day following receipt of the request. Transcripts to be mailed may take up to two business days (or longer during high-volume time periods) to process.

The University can release only official USI transcripts. Transcripts from other universities or high schools attended must be requested directly from those institutions.

A transcript is not released when a student has unmet financial obligations to the University. Transcripts also will be withheld for Stafford Loan recipients who have failed to complete an exit counseling session with the Student Financial Assistance Office.

Enrollment Verification

An Enrollment Verification is a printed document which includes requested information such as enrollment status in one or more terms, degrees awarded, and GPA. Expected date of graduation also may be verified for purposes such as student loan deferment, good student insurance discounts, coverage on parents' insurance, potential employment, etc.

How to Request an Enrollment Verification

Students request a certification by:

- visiting myUSI and submitting an online enrollment verification request (username and password required);
- visiting www.usi.edu/reg and printing a request form (PDF format). The completed request form (including student signature) may be mailed or faxed to the Office of the Registrar;
- visiting the Office of the Registrar and completing the Enrollment Verification form; or
- mailing or faxing a letter including current name, name(s) while attending USI (if different than current name), USI student ID number, Social Security number, type of verification needed and term to be verified, address to send Enrollment Verification, contact information (in case of questions/problems with request), and the student's signature.

Enrollment Verifications are mailed or may be picked up the next business day following receipt of the request.

Readmission Procedures

Once enrolled at the University, an undergraduate student who for any reason does not re-enroll in a subsequent fall and/or spring semester must initiate an Application for Readmission in the Office of the Registrar prior to registering for the next semester/term. Students can complete an Application for Readmission by:

- visiting www.usi.edu/reg and submitting an online application;
- visiting www.usi.edu/reg and printing an application (PDF format). The completed application (including student's signature) may be mailed or faxed to the Office of the Registrar; or
- visiting the Office of the Registrar and completing the application.

Degree-seeking readmission students are required to submit an official grade transcript from each institution attended since last attending USI. If a student discontinues enrollment for more than one calendar year, the student must then re-enroll under the current program requirements. A student may petition the department chair for permission to continue following the original program requirements under a grandfather clause.

Fresh Start Program

The Fresh Start program is designed to benefit former USI undergraduate students who are returning to the University after an extended absence and whose previous academic record was unsatisfactory (student was academically dismissed).

Eligibility

A student will be eligible to apply for the Fresh Start program under the following conditions:

- The student must not have been enrolled at the University of Southern Indiana for a minimum of four calendar years (48 months). Credit earned from other institutions is not eligible for the provisions of the Fresh Start program and will be evaluated based on the transfer policies in effect at the time of readmission.
- A student must apply for the Fresh Start program when they readmit. If the student achieves a minimum 2.0 grade point average on the first 12 quality hours/graded hours taken after readmission and remains in good standing while completing the hours, he/she will then be accepted to the program.
- Applications for Fresh Start may be obtained at the Office of the Registrar or at www.usi.edu/reg and will be evaluated on a case-by-case basis. The Fresh Start program provisions can be applied only once to any individual student's academic record.

Program Provisions

Fresh Start acceptance subjects a student to the following provisions:

- University of Southern Indiana grades received and courses taken prior to application to the Fresh Start program will be excluded from cumulative grade point calculation.
- USI credits from coursework with a grade of C or above earned prior to application to the Fresh Start program will be maintained as earned hours. All other credits will be forfeited.

- Grades from all coursework taken at USI (before and after Fresh Start) will be used in calculating eligibility for membership in honor societies and for calculating commencement and graduation honors.
- Students accepted to the Fresh Start program are subject to the academic requirements and regulations in effect at the time of their readmission. The Fresh Start student must redeclare a major and complete all current academic requirements.
- Students must complete a minimum of 30 credit hours at USI for graduation, required for their degree program, after being accepted to the Fresh Start program.
- The Fresh Start program status will be recorded on the student's academic record.

Standards of Progress

Graduation

A student must earn a minimum cumulative 2.0 GPA to graduate. Minimum acceptable progress toward this requirement is indicated by the standards for good standing.

Academic Progress

Prior to the priority registration period, any undergraduate degree-seeking student with a cumulative USI grade point average less than 2.0 will have a registration hold placed on his/her record. A student receiving this registration hold must consult with an academic advisor prior to registering for the next semester to formulate a plan for improving academic performance.

Good Standing

Beginning fall 2013, a student whose cumulative GPA meets or exceeds the following standards is in good academic standing:

GPA of 1.8 for 0-59 quality hours attempted

GPA of 2.0 for 60+ quality hours attempted

NOTE: transfer students must meet the standard which corresponds to the sum of the total transfer hours accepted and the total quality hours attempted at the University.

Academic Probation

Students who fail to meet the preceding minimum standards will be placed on academic probation for one semester. During that semester, the student should make use of available University resources to improve academic skills and performance. Failure to meet the preceding required GPA levels at the end of the probationary semester will result in academic dismissal from the University.

At the discretion of departments, students on academic probation may be subject to some or all of the following requirements:

- changes to the schedule of classes chosen during priority registration, to ensure prerequisites and necessary skill levels are in place
- approval by academic advisor of all changes to the schedule of classes
- limitation to 12 credit hours
- repetition of certain classes
- use of campus resources for academic support
- These advising guidelines seek to provide maximum support and guidance during the critical period of establishing renewed academic good standing.

Academic Dismissal

A student academically dismissed may not register for credit classes at the University for a minimum of one semester, unless readmitted provisionally. Such readmission is not automatic.

Provisional Readmission

A student academically dismissed may apply for provisional readmission for one semester, according to terms of a provisional readmission contract agreed upon by the student and the readmitting college. At the discretion of departments, students provisionally readmitted may be subject to some or all of the following requirements:

- limitation to 12 or fewer credit hours
- repetition of courses with grades of D or F
- attendance at mentoring appointments
- approval by academic advisor of all changes to the schedule of classes
- use of campus resources for academic support

These advising guidelines seek to provide maximum support and guidance during the critical period of establishing renewed academic good standing. A provisionally readmitted student is not in good standing with the University.

Academic Grievance

If a student has a possible grievance with a faculty member, the procedures for filing a grievance are outlined in the student code of conduct in the Student Rights and Responsibilities: A Code of Student Behavior section of this Bulletin.

Class Schedules

A schedule of University class offerings is prepared for student use for each semester/term. The course reference number (CRN), time, day, title, course number, credit hours, instructor, and room are listed. General information concerning admission, registration, and graduation also is provided.

The Schedule of Classes is available at the Office of the Registrar and online at www.usi.edu/schedules.asp prior to each semester/term.

Academic Advisement

Students who have decided on and declared a major are assigned a faculty advisor from the academic college which houses that major. Undecided students, as well as those who are conditionally admitted, are assigned an advisor from University Division. University Division advisors will help students choose a major, usually during the first four semesters. General Studies majors are advised through Extended Services. The University of Southern Indiana recognizes academic advising to be a critical component of the educational experience of its students. Through individual, collaborative relationships with academic advisors, students are best able to define and implement sound educational and vocational plans that are consistent with their personal values, goals and career plans. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution. The University acknowledges its obligation to provide students with accurate and timely academic advising, delivered through its academic departments and colleges, as well as through additional units and offices devoted to specific student populations such as undecided and conditionally admitted students.

Degree Audit Reporting System (DARS). DARS was developed to assist in the advising function. A degree audit (also called a degree evaluation) outlines a student's specific degree requirements and tracks his/her progress toward the fulfillment of those requirements. Both USI courses and an evaluation of any transfer credits are included, and the audit indicates whether categories are satisfied or unsatisfied. Unsatisfied categories list the acceptable courses from which to select. Students can generate and view their degree audit via myUSI (the Degree Evaluation link on the Student Records menu). A degree audit can be generated for either the student's currently declared major/program, or as a "what-if" audit for another major in which the student might be interested. Students should routinely review their degree audit, particularly before registering for classes and at the end of the semester when grades are official. Academic advisors also can access their advisee's degree audit via myUSI and can recommend the most appropriate courses. Visit www.usi.edu/reg for details about how to run and read a degree audit.

Student Participation in Program Planning. A student enrolled in the University is expected to read carefully and to understand the contents of this bulletin. This includes awareness of the University's general policies and regulations for academic achievement necessary for continued enrollment, as well as social and campus conduct.

A student also is responsible for knowing the specific requirements of the academic discipline of the student's choice, enabling the student to qualify for graduation.

A student should assume the initiative for preparing a semester schedule of classes. The academic advisor is available to offer suggestions and to verify the accuracy of course choice in meeting curricular patterns, but the primary responsibility for knowing the requirements of the academic program and proceeding to satisfy those requirements in an orderly and sequential manner remains with the student.

Schedule Changes

Students who wish to alter their original schedule, whether by personal incentive or by college directive, must do so officially by the procedure outlined below. Students who do not assume this responsibility may jeopardize their record with the possibility of incurring an F in a course not properly dropped and/or not receiving credit in a course improperly added. Merely not attending a course does not automatically remove the course from the student's record.

Schedule Changes-Academic Year

If a student drops or withdraws from one or more full semester courses through the first week of a fall or spring semester, the student will receive a 100 percent credit; during the second week, a 75 percent credit; during the third week, a 50 percent credit; and during the fourth week, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the semester calendar for specific dates.

1. **Through the first week of the semester (100 percent credit*):** After priority registration and through the first week of the semester, students add or drop courses online via myUSI (refer to the Schedule of Classes for web registration details). Students also may add or drop courses in person at the Office of the Registrar.
2. **Beginning the second week of the semester, through the last business day before final exams (75 percent credit or less*):** Online schedule changes are not available beyond the first week of the semester. Students may add or drop courses in person at the Office of the Registrar by submitting an Add/Drop form. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first week of the semester.

Grading: No grade is recorded for classes dropped prior to the second week of the semester*. A student who completes the Add/Drop procedure beginning the second week of the semester through the ninth week of the semester* will receive a **W** for all courses dropped. A student who completes the Add/ Drop procedure during the 10th week of the semester* through 4:30 p.m. on the last business day before final exams* will receive the grade **W** if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student may receive a grade of **F**.

* Courses meeting less than a complete semester have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first week of the semester). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Schedule Changes-Summer Term

If a student drops or withdraws from one or more five-week courses through the first two days of a summer term (first day for a four-week course), the student will receive a 100 percent credit; during the third or fourth day (second day for a four-week course), a 75 percent credit; during the fifth or sixth day (third day for a four-week course), a 50 percent credit; and during the seventh or eighth day (fourth day of a four-week course), a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the term calendar for specific dates.

1. **Through the first two days of a five-week class (first day of a four-week class), 100 percent credit*:** After priority registration and through the first two days of First or Second summer (first day of Third summer), students may add or drop courses online via myUSI (refer to the Schedule of Classes for Web registration details). Students may add or drop courses in person at the Office of the Registrar.
2. **Beginning the third day of a five-week class (second day of a four-week class), through the last day of class before the final exam (75 percent credit or less*):** Online schedule changes are not available beyond the first two days of First or Second summer (first day of Third summer). Students may add or drop courses in person at the Office of the Registrar by submitting an Add/Drop form. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. NOTE: Only in exceptional circumstances will students be allowed to add a course after the first two days of First or Second summer (first day of Third summer).

Grading: No grade is recorded for classes dropped prior to the third day of First or Second summer (first day of Third summer)*. A student who completes an Add/Drop procedure beginning the third day through the third week of First or Second summer (second through twelfth day of Third summer)* will receive a **W** for all courses dropped. A student who completes an Add/Drop procedure starting the fourth week (thirteenth day of Third summer)* through the last day of class before the final exam will receive the grade **W** if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student may receive a grade of **F**.

* The typical summer course length is five weeks in First and Second summer, four weeks in Third summer, although a variety of course lengths may be offered. Summer courses meeting other than the typical length, including cross-term courses, have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first two days of First or Second summer, first day of Third summer). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Withdrawal from the Semester/Term

A student who must withdraw from the semester/term, must do so officially by the procedure outlined below. If they do not assume this responsibility, they may jeopardize their record with the possibility of incurring an F in a course not properly dropped. Merely not attending a course does not automatically remove the course from a student's record.

Withdrawal from the Semester-Academic Year

If a student drops or withdraws from one or more full semester courses through the first week of a fall or spring semester, the student will receive a 100 percent credit; during the second week, a 75 percent credit; during the third week, a 50 percent credit; and during the fourth week, a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the semester calendar for specific dates.

1. **Through the first week of the semester (100 percent credit*):** After priority registration and through the first week of the semester, students may withdraw from all classes online via myUSI (refer to the Schedule of Classes for web registration details). Students may withdraw from the semester in person at the Office of the Registrar.
2. **Beginning the second week of semester, through the end of the week before final exams (75 percent credit or less*):** Online withdrawals are not available beyond the first week of the semester*. Students may withdraw from the semester using a Withdrawal From All Classes form found in the Office of the Registrar and online at www.usi.edu/reg. A withdrawal request will be accepted by fax at 812/464-1911. The request must include the student's full name, USI student ID number, address, phone/email, the semester for which the student wishes to be withdrawn, and student signature. Until all steps in the procedure have been completed, the student is still enrolled in all courses.

Grading: No grades are recorded for classes when withdrawing prior to the second week of the semester*. A student who completes the Withdrawal From the Semester/term procedure beginning the second week of the semester through the ninth week of the semester* will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the 10th week of the semester* through the last day of classes preceding final exam week will receive the grade of **W** if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student may receive a grade of **F**.

Financial Aid: If a student receives financial aid but is unsure of the impact a Withdrawal From the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must schedule an exit counseling session. Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

Additional Steps: Students who live in University housing must contact the Residence Life office (O'Daniel North) to properly check out. Students who have a meal plan must contact Food Services (UC lower level) to cancel the plan. Students who owe money to the University must settle their account at the Cashier's window (OC lower level); an unpaid balance will prevent the release of academic transcript.

* Courses meeting less than a complete semester have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special-length courses can only be processed through the course's 100 percent credit period (but no later than the first week of the semester). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Withdrawal from the Term - Summer Term

If a student drops or withdraws from one or more five-week courses through the first two days of a summer term (first day for a four-week course), the student will receive a 100 percent credit; during the third or fourth day (second day for a four-week course), a 75 percent credit; during the fifth or sixth day (third day for a four-week course), a 50 percent credit; and during the seventh or eighth day (fourth day of a four-week course), a 25 percent credit.* No credit will be made thereafter. Refund checks, if applicable, will be issued by the Bursar's Office subsequent to the refund period. See the term calendar for specific dates.

1. **Through the first two days of a five-week class (first day of a four-week class), 100 percent credit*:** After priority registration and through the first two days of First or Second summer (first day of Third summer), students may withdraw from all classes online via myUSI (Refer to the Schedule of Classes for web registration details). Students also may withdraw from the term in person at the Office of the Registrar.
2. **Beginning the third day of a five-week class (second day of a four-week class), through the last day of class before the final exam (75 percent credit or less*):** Online schedule changes are not available beyond the first two days of First or Second summer (first day of Third summer). Students may withdraw from the term using a Withdrawal From All Classes form found in the Office of the Registrar and online at www.usi.edu/reg. A withdrawal request also will be accepted by fax at 812/464-1911. The request must include the student's full name, USI student ID number, address, phone/email, the term for which the student wishes to be withdrawn, and student signature. Until all steps in the procedure have been completed, the student is still enrolled in all courses.

Grading: No grade is recorded for classes dropped prior to the third day of a summer term*. A student who completes the Withdrawal From the Semester/Term procedure beginning the third day of the term through the third week of the term* will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the fourth week of the term* through the last day of class before the final exam will receive the grade of **W** if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student may receive a grade of **F**.

Financial Aid: If a student receives financial aid but is unsure of the impact a Withdrawal From the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must complete an exit counseling session. Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

Additional Steps: Students who live in University housing must contact the Residence Life office (O'Daniel North) to properly check out. Students who have a meal plan must contact Food Services (UC lower level) to cancel the plan. Students who owe money to the University must settle their account at the Cashier's window (OC lower level); an unpaid balance will prevent the release of academic transcript.

* The typical summer course length is five weeks in First and Second summer, four weeks in Third summer, although a variety of course lengths may be offered. Summer courses meeting other than the typical length, including cross-term courses, have different drop/refund/grading dates. Check www.usi.edu/reg or contact the Office of the Registrar for these dates. Online schedule changes or withdrawals for special length courses can only be processed through the course's 100 percent credit period (but no later than the first two days of First or Second summer, first day of Third summer). Thereafter, students must submit the appropriate form to the Office of the Registrar for processing.

Course Repeat Policy

Policy – Any undergraduate course taken at the University may be repeated for possible grade point average (GPA) improvement. Unless the course description indicates a course may be taken more than once for credit (up to a specified maximum), only a single occurrence of a course can apply toward University requirements. A course that has been repeated (and the grade received) will remain on the academic transcript but will not be used for GPA computation.

Processing – If a course was first taken prior to the fall 1998 semester, the student must submit a Course Repeat form to the Office of the Registrar to initiate the course repeat policy. If first taken in fall 1998 or later, the policy will automatically be initiated; the student does not need to submit any paperwork.

Effective fall 2006: if a course is retaken, the grade earned for the last occurrence will become the grade for the course (even if it is lower than the previous grade) and be used for GPA computation. Students will be prevented from enrolling in a course for a third (or subsequent) time unless reenrollment is approved by the college of the student's major.

If you have questions about how the course repeat policy may affect you, contact the Office of the Registrar.

Student Records

The Office of the Registrar maintains the permanent student academic record. Forms for registration - changing a course, repeating a course, changing major, and taking a course as pass/no pass - are submitted to and processed by this office. Students may request a copy of their academic record (transcript) from the Registrar. This office also maintains all student demographic data and keeps names and addresses current. According to section 2.16.4 of the Student Rights and Responsibilities: A Code of Student Behavior, students must report any name or address changes to the Office of the Registrar. Students can update their mailing address(es) as well as telephone numbers, marital status, and emergency contacts online via myUSI.

Pass/No Pass Option

The Pass/No Pass system of course evaluation encourages students to enroll in courses they normally would not take, but which will contribute to their overall enrichment.

Limitations

1. Students must have a cumulative grade point average of 2.0 or above to exercise the pass/no pass option. Students whose cumulative grade point average falls below 2.0 may not take a pass/no pass course.
2. Students may take only one course a semester on the pass/no pass option.
3. Students may take a maximum of four courses on the pass/no pass option.
4. No course required for the student's major or minor may be taken pass/no pass, nor may the student take as pass/no pass any prerequisite courses or supportive courses required for the major or minor.

5. No courses taken pass/no pass may apply to pre-1995 General Education requirements or University Core Curriculum requirements.
6. Any course taken under the pass/no pass option which may become a major or minor requirement because of a change of major, minor, or college may be counted at the discretion of the dean toward requirements for the academic major and/or minor. Limitations 1, 2, 3, and 5 may not be waived.
7. Under the pass/no pass option, a grade of P (Pass) is equivalent to a letter grade of D or above; a grade of NP (No Pass) is equivalent to an F.
8. A grade of P gives credit for the course, but does not affect the current or cumulative grade point average. A grade of NP gives no credit for the course and does not affect the current or cumulative grade point average.

Procedures

During the second week of the fall/spring semester (first three days during summer sessions), students may secure an application for the pass/no pass option from the Office of the Registrar. Then the student should obtain the signature of his or her academic advisor and the instructor of the class in which he or she is exercising this option. The student must return the completed application to the Office of the Registrar during the same week. After the second week of the fall/spring semester (first three days during summer sessions) a student may not change his or her registration in any course to or from the pass/no pass option.

NOTE: Only the student can initiate the pass/no pass option, and it is the student's responsibility to meet criteria of the option. Any course taken pass/no pass which fails to meet all criteria of the option must be repeated.

Change of Academic Program (Major/Minor)

A student who wishes to change majors/minors should initiate the request in the department of the new major/minor. A student must complete the process prior to the beginning of the 12th week of classes if the change is to be made within the current semester. Unless granted a waiver by the chair of the department of the new major, the student must meet all current program requirements for graduation.

Procedure. The student obtains a Change of Academic Program form from the Office of the Registrar or the department of the new major/minor and secures the signature of the department chair/director (or dean) of any major/minor to be added. The student returns the form to the Office of the Registrar.

Final Exam Schedule

The final examination schedule is published in the class schedule for each semester. In summer terms, final examinations are held the last scheduled class day.

Grade Report

At the end of each semester/term for which a student is enrolled, an online grade report is made available via MyUSI. The online grade report is a record of courses enrolled, letter grades earned, semester grade point average, and cumulative grade point average. Information concerning the student's current academic standing also is indicated.

The Honors List

At the end of each semester, the Office of the Provost publishes a list of undergraduate students recognized for achievement in semester/term grade point average. A student appears on the Honors List if they:

Earn no IN (incomplete) or Z (missing) grades for the term, and
Earn letter grades of computable point value (S/U and P/N graded courses do not apply) in 12 or more credit hours, and
Earn a semester grade point average between 3.50 and 4.00

A special notation of "Honors List" is printed on the academic transcript following each semester/term this honor is achieved.

Audit Students

A student who wishes to audit an undergraduate course without credit must obtain permission from the instructor of the course and department chair. Permission may be denied if the classroom is crowded, or if the course is not appropriate for auditing. A student who audits a course will not appear on class rosters or grade reports, and no notation of the audit will be made on the

student's permanent record. A student may not transfer from audit to credit status. The fee for auditing a course is \$35 plus any applicable lab fees and University services fees.

Procedure. A student who wishes to audit a course may pick up an Audit Application form from the Office of the Registrar during the published dates of late registration. After securing the instructor's and department chair signature, the form and fee(s) should be submitted to the Cashier's Office.

Student Assessment

For the University to evaluate and improve its academic programs, periodic measures of student intellectual growth and student perception must be obtained. As a requirement for graduation from the University, every student is required to participate in periodic evaluative procedures, which may include examinations in general education and the major field of study. These examinations may include, but are not limited to, the ETS Measure of Academic Progress and Proficiency, Core Curriculum Assessment instruments, and the ETS or ACAT Major Field Test. The information obtained from these measures will be one of the means by which the University improves the quality of the USI educational experience for all students, and, where appropriate, may be used in academic advising. Students will receive their results via email at their USI email address.

Current Status of Student Right-to-Know Act

The University of Southern Indiana is required by the federal government to make available to current and prospective students reports containing the completion or graduation rate and, separately, the transfer-out rate (for the transfers-out that are known to the institution) for full-time, first-time, degree- or certificate-seeking undergraduates. The report, containing information for students who entered the institution in the 2007-08 academic year, must be available by January 1, 2014, for institutions. Students are counted as graduates or as transfers-out if they completed or graduated or if they transferred-out within 150 percent of the normal time for completion or graduation from their programs by August 20, 2013.

Graduation

Undergraduate degrees offered

The University grants the undergraduate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Engineering, Bachelor of Social Work, Bachelor of General Studies, Bachelor of Science in Nursing, Associate of Arts, and Associate of Science. Commencement ceremonies are held in December and April/May of each year. Students completing graduation requirements in the fall are eligible to participate in December commencement exercises. Students completing graduation requirements in the spring, or will complete graduation requirements in one of the subsequent summer sessions, are eligible to participate in April/May commencement exercises

Bachelor of Arts or Associate of Arts Foreign Language Requirement

Modern and classical language proficiency is a requirement for the Bachelor of Arts or Associate of Arts degree. The language requirement recognizes the desirability of attaining basic mastery of a language other than one's own. To fulfill the language requirement for the Bachelor of Arts or Associate of Arts degree, a student must demonstrate proficiency through the appropriate college-level course in a single language (French, German, Spanish, Japanese, Latin, Arabic, or Chinese) by either:

1. completing the first 12 credit hours of the language (four semesters, through 204, or higher), or
2. completing the fourth semester of the language (204) or higher, if advanced placement is recommended. Note: achieving a grade of B or better in the USI course in which they are placed, then completing a Departmental Credit form (through the Department of Modern and Classical Languages) earns credit for all preceding courses.

Students whose native or first language is not English may request a waiver from the foreign language requirement. A student who requests a waiver must (1) certify English competency by achievement of a minimum of 500 on the written Test of English as a Foreign Language (TOEFL) or 173 on the computer-based version, and (2) demonstrate proficiency in the student's native language.

Students who receive an exemption from the foreign language requirement are responsible for completing the humanities requirements set forth in the University Core Curriculum (C4 Western Culture) as well as all other credit-hour requirements for the degree.

General Requirements for Graduation. Meeting graduation requirements is each student's responsibility. A candidate for a baccalaureate or associate degree must meet the general requirements of the University. The following requirements apply to each student.

- A student must have a minimum of 120 semester hours of credit for a baccalaureate degree. Some curricula or combination of fields require more. If all specified requirements are completed with fewer than 120 credit hours, a student must elect sufficient work to total at least 120 hours.
- A student must have a minimum of 60 hours of credit for an associate degree. Some curricula or combination of fields require more. If all specified requirements are completed with fewer than 60 credit hours, a student must elect sufficient work to total at least 60 hours.
- All students who began seeking a degree in the 1996 fall semester or after must complete a minimum of 39 credit hours at the 300-level or above to complete a baccalaureate degree.
- A student must complete the minimum University Core Curriculum program. Specific requirements for the University Core Curriculum component of each degree program are noted in the sections of this bulletin describing each of the academic programs.
- A student must have a 2.0 minimum cumulative grade point average on all University courses counted for graduation requirements. Some curricula, such as teacher education programs, require a higher grade point average.
- Incomplete grades should be removed at least six weeks before the term of graduation if the courses are to be counted toward graduation requirements.
- Course requirements for graduation in the student's degree program(s) may be those in effect at the time of matriculation into the program or at graduation, but not a combination of both. NOTE: students who re-enter the University after an absence of one calendar year or more must follow the program requirements in effect at the time of their readmission.
- A student must earn a minimum of 30 credit hours of credit toward a baccalaureate, and 18 credit hours of credit toward an associate degree from the University.

Application for Graduation. Candidates for graduation must file with the Office of the Registrar a Formal Application for Graduation and a Diploma Form. If degree requirements will be completed in a spring or summer term, the forms should be submitted no later than October 1 of the preceding fall term. If degree requirements will be completed in the fall term, the forms should be submitted no later than March 1 of the preceding spring term. The Application for Graduation may be obtained at the office of the Dean of the candidate's major. The Diploma Form is submitted online by visiting www.usi.edu/reg/diploma.asp. Timely submission of the Formal Application for Graduation and Diploma Form help ensure that degree candidates receive commencement mailings and appear in the printed commencement program, will be considered for commencement honors, and will have a diploma ordered.

Honors. An undergraduate, baccalaureate degree-seeking student who completes all University requirements for graduation and meets the requirements for graduation honors, with a cumulative grade point average between 3.6 and 3.8, will be graduated with the honor Cum Laude. Students with a cumulative grade point average of 3.8 or higher will be graduated Magna Cum Laude. The student(s) with the highest cumulative grade point average will be graduated Summa Cum Laude. A student receiving graduation honors will have the appropriate notation printed on both the transcript and diploma.

Commencement honors (for purposes of printing the commencement program) are determined by using the cumulative grade point average at the end of the semester/term preceding each commencement.

Graduation honors are determined by using the cumulative grade point average of the final term when graduation requirements are completed and therefore may differ from commencement honors.

University Requirements for Commencement Honors. A student who is to receive a baccalaureate degree and meets each of the following requirements is eligible for commencement honors.

- Have completed (or have a combination of completed and enrolled hours in the final semester) a minimum of 60 credit hours at the University in which letter grades of computable point value were received.
- Have a minimum cumulative grade point average of 3.6 on all courses attempted at the University.

University Requirements for Graduation Honors. A student who is to receive a baccalaureate degree and meets each of the following requirements is eligible for graduation honors.

- Complete a minimum of 60 credit hours at the University in which letter grades of computable point value were received.
- Have a minimum cumulative grade point average of 3.6 on all courses attempted at the University.

Associate and master's degree candidates are not eligible for honors.

Second Baccalaureate Degree

A student who desires a second baccalaureate degree must complete a minimum of 30 credit hours in addition to those required for their first degree and must fulfill all requirements for the second degree. With the exception of the Teacher Education Programs and other programs with program-specific University Core Curriculum requirements, a student completing a second baccalaureate degree does not have to meet the University Core Curriculum. If a student received the first baccalaureate degree from another accredited university, 30 hours in residence are required to fulfill the requirement for the second baccalaureate

degree. Two baccalaureate degrees may be granted simultaneously, providing all requirements for both degrees have been completed and a minimum of 150 hours has been earned.

Posthumous Recognition of Students

Posthumous degree

The University may award a degree posthumously to a student who was enrolled at the time of death and had substantially completed the work for a degree, upon recommendation of the appropriate faculty and dean. A special, posthumous diploma will be presented to the student's family.

The University of Southern Indiana has established the following guidelines for awarding a posthumous degree:

Undergraduate

A posthumous degree can justifiably be awarded when a student had substantially completed the work for the undergraduate degree. This determination rests with the dean of the college, in consultation with the undergraduate faculty of the department of the student's major.

Graduate

A graduate degree may be awarded posthumously when the student has substantially completed the work for the graduate degree. This determination shall be the responsibility of the dean of the college, in consultation with the graduate faculty of the student's program.

Certification of Recognition

The University may award a Certificate of Recognition posthumously to a student who was enrolled at the time of death but who did not qualify for a posthumous degree. A special, posthumous certificate will be presented to the student's family.

Veterans' Support Services

Veterans' Support Services is located in the lower level of the Education Center and provides assistance to all prospective and enrolled students who are veterans, service persons, dependents, survivors of veterans, and other eligible persons. Students applying for benefits may obtain the necessary application forms and program information from this office. A student receiving veteran benefits must have attendance certified with the Veterans Administration for each term of enrollment.

Student Life

Emphasis at the University is on learning, including the learning which occurs beyond the classroom and laboratory. A wide variety of organizations and activities, plus numerous cultural opportunities, contribute to the total education of a student. More than 100 student organizations provide co-curricular and extra-curricular activities and represent a wide range of interests, including academic/professional organizations, programming, political, religious, multicultural, special interest, service, sororities and fraternities, honor societies, student government, and music and drama groups.

Counseling Center

The Counseling Center offers individual therapy, group therapy, and substance abuse assessments to currently enrolled students. The Counseling Center is here to help USI students develop the personal awareness and skills necessary to overcome problems, make effective decisions, and grow and develop in ways that will allow them to maximize their total educational experience at the University of Southern Indiana. The Counseling Center's services are another form of learning whereby students learn how to relate effectively to others, understand and cope with emotions, set appropriate goals, make healthy decisions, resolve inner conflicts, develop independence, and increase self-confidence. Through counseling and the various presentations and workshops that are offered, the Counseling Center helps students fulfill their hopes, dreams, and potentials in their journey of life-long learning.

Students may call the Counseling Center at 812/464-1867 or stop by the office in the Orr Center, Room 1051, to make an appointment. Except in very limited circumstances, all information shared with counselors is kept private and confidential. Referrals are offered when students have needs that are beyond the role and/or scope of services available.

Dining Facilities

The University dining facilities are operated by Sodexo Campus Services. Dining options are offered in Burger King, Archie's Pizzeria, Sub Connection, Salsa Rico, and Cyclone Salads on the main floor of the University Center. The Loft and The Sweets Spot Bakery on the upper level of the University Center, and Starbucks in Rice Library. In addition, Sodexo operates Eagle Express Convenience Store, located in the Residence Life Community Center, Red Mango in the Wright Administration Building, and two Simply To Go units with sandwiches, salads, and beverages: one in the Liberal Arts Building and one in the Health Professions/Science Center link. Catering services are available for meetings, programs, and events. For additional information on meal plans, catering services, or employment opportunities, contact the food service office, UC 019, 812/464-1859, or visit us on the web at www.usifood.com.

Disability Resources

Disability resources are offered through the Counseling Center to help students overcome or compensate for obstacles related to a physical, emotional, or learning disability. Some of the resources available to students include: assistance in obtaining alternative textbooks, test accommodations, sign language interpreter services, note-taker supplies, referral to an academic coach and peer tutoring, access to resource literature, and referral to community agencies. Staff assist faculty by distributing information through group educational presentations and individual consultations, and by coordinating with other offices to ensure provision of reasonable and appropriate accommodations to students with disabilities.

For example, the University ensures that sign language interpreter services will be provided at no cost to hearing-impaired students who require this service in order to benefit from and participate in their educational programs.

To facilitate the availability of staff and funds, students are asked to register for the disability resources in the Orr Center, room 1051, at least 60 days prior to date needed, and must provide specific professional documentation of need. 812/464-1961 or TTY/TTD 812/465-7072.

International Programs and Services

The primary mission of the Office of International Programs and Services is to enhance the international dimensions of the University and to facilitate opportunities for all students to acquire skills necessary to succeed in a global society. The IPS Office is responsible for international recruitment and retention and the delivery of information, services, and programs designed to meet the unique needs of international students and scholars.

The IPS Office also is responsible for the development and administration of USI study abroad programs in 60 countries. Students obtain USI credit for coursework completed through an approved study abroad program; program fees are billed through USI, which enables students to apply most types of financial aid and scholarships to the study abroad program

costs. Students should plan well in advance of the term they plan to study abroad, to determine how the coursework completed overseas will count toward the USI degree program.

In addition, International Programs and Services organizes weekly events for the Global Community Program in Ruston Hall and works closely with the International Club and other organizations on campus to provide activities and programs designed to increase international awareness, acceptance, and understanding of peoples and cultures from all corners of the globe. Further information on the programs and services and a detailed calendar of international events can be found on the IPS homepage www.usi.edu/international.

Multicultural Center

The University of Southern Indiana's Multicultural Center enhances the personal and academic success of students by preparing them to be responsible citizens in a multicultural society. The goals of the Center are to:

- Foster and provide a warm, welcoming, supportive, and inclusive environment for diverse populations at USI;
- encourage, promote, and assist the academic and social integration of underrepresented students into the University through programs and services offered by the Center and through partnerships with other campus entities;
- create opportunities for cultural interaction between students, the campus and the community at large to promote cultural awareness and sensitivity; and
- provide outreach opportunities to underrepresented groups and underserved communities to seek higher education.

The Vision Statement for the Center is to develop diversity awareness within students to build a bridge between college life and future multicultural experiences.

Recreation, Fitness, and Wellness

The Recreation, Fitness, and Wellness Department is the combination of the intramural sports, fitness, and student wellness programs. The University encourages the lifelong pursuit of an active, healthy lifestyle, and enhances student development by providing healthy activities, as well as leadership and employment opportunities. The offices are located in the Recreation, Fitness, and Wellness Center (RFWC).

Recreation and Fitness — Recreation and Fitness offers programs designed to promote a healthy lifestyle and meet the physical, social, spiritual, intellectual, and emotional needs of students and employees. Some of the services and programs provided by Recreation and Fitness include fitness consultations, facility orientations, incentive programs, bike and camping equipment checkout, and open recreation. The RFWC also includes a lobby with computers, a game room, and a climbing center. A valid USI Eagle Access card is required to participate. Guest passes are available for purchase at the RFWC welcome desk. Recreation and Fitness staff can be reached in the Recreation, Fitness, and Wellness Center, or by calling 812/461-5268.

Intramural Sports — The Intramural Sports program offers a wide array of recreational activities which provide competition suitable for students regardless of physical capabilities. Participation in the intramural, special events, and outdoor adventure programs enriches social relationships, develops an understanding of sports, and aids physical and mental improvement. Intramural staff can be reached in the Recreation, Fitness, and Wellness Center or by calling 812/461-5268.

Student Wellness — The Student Wellness program develops, implements, and coordinates health and wellness education activities for the University community. The staff of Student Wellness is located in the Recreation, Fitness, and Wellness Center, 812/461-5483.

USI Recreation facilities include —

Indoor

Recreation and Fitness Center

Physical Activities Center

Outdoor

Broadway Recreational Complex

Screaming Eagles Valley Complex (disc golf)

RFW outdoor basketball and sand volleyball courts

Clarke Lane field

Foundation field

Tennis courts

Running/walking trails

Religious Life

Religious Life provides religious guidance and worship opportunities for students, faculty, and staff, and is located in the O'Daniel Apartment complex (corner of O'Daniel Lane and Clark Lane). Its goal is to communicate ways to stay active in faith life while at USI. To find out more about the religious organizations on campus and area worship information, go to www.usi.edu/ministry.

Housing and Residence Life

Housing and Residence Life provides on-campus accommodations for approximately 2,800 students. The department is committed to supporting and enhancing the educational mission of USI by providing programs, services, staffing, and facilities that support academic success. Students live in quality facilities, including one- and two-bedroom furnished apartments with full-size kitchens, as well as two-bedroom, two-bath residence hall suites.

Housing facilities also provide several amenities, including

- full-size kitchens or kitchenettes
- basic expanded cable service
- local phone service
- Internet access including both wired and wireless connections
- Computer areas for student use
- fully furnished apartments and suites
- shuttle service
- air conditioning
- laundry facilities
- convenience store
- all utilities
- on-site security
- 24-hour on-site staff supervision

Living Learning Community programs also are available. Currently, there are nine communities which are housed in Ruston and O'Bannon halls. Each Living Learning Community is developed around a common academic discipline or interest area. The Living Learning Communities require a separate application, and are as follows:

- Honors
- Global Community
- Business
- Nursing and Health Professions
- Science, Technology, Engineering and Math
- Education
- English and Theatre Arts
- Social Justice
- Exploring Majors

For more information, contact the Housing and Residence Life office at 812/468-2000, living@usi.edu, or visit the Housing and Residence Life web site at www.usi.edu/res.

Student Development Programs

(Student Organizations, O'Daniel Leadership Programs, Orientation, Fraternity and Sorority Life, Student Activities, Activities Programming Board, and Freshman Programs)

The Office of Student Development Programs promotes student learning by providing leadership education, avenues for involvement, and personal growth opportunities to develop responsible individuals as engaged members of their communities. They assist students in their transition to the University and college life through the development and coordination of new, transfer, and adult student orientation, Welcome Week, and other transition programs. The staff coordinates, advises, and supports the growth and development of over 100 student organizations, fraternity and sorority governing organizations, individual fraternity and sorority chapters, and the Activities Programming Board. This department fosters an active and comprehensive campus experience through encouraging students to get involved. The staff trains students to become effective campus leaders and prepare them for leadership roles in their communities through the O'Daniel Leadership Programs. Based on the philosophy that people will be called upon to be leaders at some point in their life, USI created the Joseph E. O'Daniel Leadership Program. It is designed to enhance the personal and professional skills long associated with leaders: initiative and motivation, goal setting, communication, critical thinking, problem solving, self-confidence, teamwork, conflict management, and self-assessment. The leadership programs challenge and empower students to become aware of their leadership skills and help them feel confident in their ability to lead and make changes. Programs include Excel Leadership Conference; Emerging Leaders, Camp Eagle, educational leadership events, and annual leadership awards.

Student Development Programs is located in University Center East and can be reached at 812/465-7167, or visit the web site at www.usi.edu/sdv.

Activities Programming Board

The Activities Programming Board (APB), composed of numerous committees, is responsible for programming student activities for the campus community. Cinema USI (movies), lectures, musical performances, novelty events, comedians, and Homecoming are just a few events coordinated by APB. For more information on APB's activities or how to become a member, visit the web site at www.usi.edu/apb or follow them on Twitter @usiapb.

Student Government Association

The Student Government Association (SGA) is the representative body of currently-enrolled students. It is composed of elected members of the student population and includes an executive board, six administrative vice-presidents, 22 representatives from the four academic colleges, 17 members at large, and a seven-member University Court. SGA serves as the voice of all students to the Board of Trustees, faculty, administration, and USI community. All students, by virtue of their registration at the University of Southern Indiana, are members of SGA and are encouraged to attend General Assembly meetings and serve on SGA committees. For more information, visit the web site at www.usi.edu/sga or email sga@usi.edu.

Student Publications

Student Publications provides opportunities for students to gain experience in reporting, writing, design, photography, and sales. The Shield is the student newspaper and is available at more than two dozen locations across campus every Thursday and online at usishield.com. Students from all disciplines are welcome to apply for staff and management positions.

WSWI

WSWI – The Edge, an award winning non-commercial radio station, is owned and operated by the University. The Edge can be heard on multiple platforms, including 820-AM, 90.7 FM HD-2, the edgeradio.org, channel 12 in student housing and on smartphones. The station's main format is alternative rock, and plays Dubstep at night on Hip-Hop on the weekends, and also news and sports. Students from all disciplines are welcome to be a part of The Edge's programming. Positions are available for disc jockey, news writing and reporting, sports broadcasting, marketing, promotion, and underwriting.

Scripps Howard Video Complex

The Scripps Howard Video Complex houses a television production facility and the student cable television channel, SETV-12. The facility includes a fully equipped, three-camera television studio, camcorders for field shooting, and Apple computers for video editing. Student productions include the live newscast Access USI, USI home basketball game telecasts, entertainment shows, and Radio/Television class assignments. SETV-12 airs these programs along with movies and student organization announcements.

Student Policies

Family Educational Rights and Privacy Act

Notice of student rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
 - Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Directory Information

The following information may be made available to the public unless a student restricts its release by written notice. Information restriction request forms are available in the Office of the Registrar.

University directory (either online or in print) - The following information may be published by the University: name, mailing address, telephone number, and email address – unless a USI Directory Restriction Request form is filed with the Office of the Registrar during the first three weeks of each fall semester.

General requests for student information - When appropriate, the following information also may be made public by the University through printed programs, news releases of awards, etc.: date and place of birth, home address, marital status, majors and minors, degrees, awards received, dates of attendance, most recent educational institution attended, names of parents, participation in officially-recognized activities or sports, weight and height of members of athletic teams, classification, and enrollment status. An Information Release Restriction Request form can be submitted 1) to be effective for only the single term specified; or 2) to remain in place until revoked in writing.

The submission of a student's Social Security number is voluntary. The University will not use the number, if supplied, for purposes other than routine record-keeping and institutional statistics, without a student's written permission.

General Behavior of Students

The University of Southern Indiana is charged by the State of Indiana with the responsibility for the development and administration of institutional policies and rules governing the role of students and their behavior. Student Rights and

Responsibilities: A Code of Student Behavior contains statements of those University regulations and policies relevant to the academic and co-curricular experience.

The University community is not a sanctuary from the law, and all students of the University are subject to federal, state, and local law. Student Rights and Responsibilities: A Code of Student Behavior, published in this bulletin, forms the basis for student behavioral expectations in the USI community and the greater community at large. The standards of conduct apply to students while on University-owned or -controlled property, when attending University-sponsored events off campus, or when such conduct involves the security or integrity of the University community.

In addition, the University is a forum for the free expression of ideas. The development and enforcement of these standards of behavior is designed to foster students' personal, social, and ethical development. These standards serve to promote the protection of the rights, responsibilities, and health and safety of the USI community, so that its members may pursue educational goals. See Section 1.0 Purpose and Application of Student Rights and Responsibilities: A Code of Student Behavior.

Deception/Falsification/Misrepresentation

Falsification or misuse of records and/or misrepresentation of facts on University forms and documents, including but not limited to, application forms, data sheets, ID cards, fee receipts, may result in disciplinary action and/or cancellation of registration. See Section 2.16 of Student Rights and Responsibilities: A Code of Student Behavior.

Student Academic Honesty

Academic dishonesty, including plagiarism, cheating, submitting another person's material as one's own, or doing work for which another person will receive credit will subject a student to disciplinary action which may include dismissal from the University.

The benchmarks of any great university are high academic standards for both faculty and students. For this reason, truth and honesty are necessary to a university community. The University expects both students and faculty to adhere to these principles and to foster them daily. Put simply, this expectation requires each student to do his or her academic work without recourse to unauthorized means of any kind. Both students and faculty are expected to report instances of academic dishonesty. Faculty should explain the special hazards regarding academic honesty in their discipline. Faculty also should plan and supervise academic work carefully so honest effort will be encouraged.

Definitions of academic dishonesty also apply to the use of electronic, photographic, Internet-based, and other media for intellectual and artistic expression. See Section 3.0 of Student Rights and Responsibilities: A Code of Student Behavior for academic dishonesty definitions and sanctions. See the Dean of Students Web site for a procedural description of the process.

Policy on Alcoholic Beverages and Illegal Drugs

The University of Southern Indiana prohibits the illegal manufacture, purchase, possession, use, consumption, sale, transfer, exchange, and/or distribution of or being under the influence of drugs and alcohol by students, employees, and visitors on University-owned or -controlled property, including University owned or -leased vehicles, or as part of any University activity as that term is defined by the University.

The University expects the cooperation and commitment of all students and employees in maintaining an environment free of illicit drugs and illegal use of alcohol. Students and other campus constituents are deemed to be adults responsible for their own behavior and are expected to obey the law and University rules regarding drugs and alcohol. For more information on University drug and alcohol policies, see Section 2.1 of Student Rights and Responsibilities: A Code of Student Behavior.

The dean of students is charged with the development and administration of the University of Southern Indiana student conduct process. Under the supervision of the dean of students, the following individuals will be charged with the execution of conduct proceedings:

- Assistant Director for Student Conduct – Housing and Residence Life
- Director of Residence Life
- Director of Student Development Programs
- Additional staff members in the University community as deemed appropriate and as trained by the dean of students

The aforementioned individuals may conduct meetings and hearings with students who may have violated any University policy, including those found in Student Rights and Responsibilities: A Code of Student Behavior, USI University housing community standards (Appendix B of Student Rights and Responsibilities: A Code of Student Behavior), and USI student organization policies (Appendix C of Student Rights and Responsibilities: A Code of Student Behavior).

Campus policy on drug and alcohol abuse is monitored by the Substance Abuse Advisory Committee comprised of administrators, faculty, staff, and students who recommend policy changes as needed.

Weapons/Explosives/Hazardous Materials

The President of the United States in October of 1970 signed into law a crime control bill which makes campus bombings a federal crime. The law allows “the full force of the FBI” to move in to investigate bombing attacks instead of waiting for a request from University authorities. The law also makes it a federal offense to transmit false bomb threats and restricts the sale and possession of explosives. The transfer, possession, use of, or sale of weapons, including, but not limited to explosives, fireworks, and firearms (or other lethal weapons) are not allowed on any University -owned or -controlled property. A student who violates regulations regarding explosives, weapons, and fireworks is subject to disciplinary action by the University. This action may be taken in addition to any civil action. (See Section 2.11 of Student Rights and Responsibilities: A Code of Student Behavior.)

Policy on Sales and Solicitations

No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by non-University individuals or organizations is permitted on the grounds or in the buildings or on equipment or networks owned/operated by the University without the written permission of the president. Such solicitations that are prohibited include the use of electronic mail and web page solicitations. Any activity in violation of this policy should be reported to the Office of the Dean of Students.

Students and employees are not permitted to solicit, canvas, or peddle any items, distribute or post any unauthorized material within the buildings or through equipment or networks owned/ operated by the University or on the grounds of the University without the written permission of the president or designate. Such solicitations that are prohibited include the use of electronic mail and Web page solicitations. Any activity that violates this policy should be reported to the Office of the President.

Approved solicitations include the annual United Way campaign and various Foundation and University solicitations. Other activities may be approved for projects and/or programs that are of direct interest and value to the University. Students and employees may donate as generously as they wish, as the University does not imply any obligation on the part of the individual to contribute. Contributions to charitable and welfare programs and activities are entirely matters of individual discretion.

Sales, solicitations, and distributions are permitted by officially registered campus organizations only if they are for the general benefit of the University and/or the community and have received authorization of the president or a designate. Application for approval for sales and solicitations events (including athletic events and events held in Residence Life areas) may be initiated with the student scheduler. Generally, sales and solicitations are limited to three days in a 30-day period and not more than twice a semester. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered. The University of Southern Indiana and the USI Foundation do not recognize fund-raising efforts using games of chance, such as raffles, door prizes, half-pots, or bingos as methods for raising charitable funds. Neither the University nor the USI Foundation is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For information, contact the director of Development.

Sales and soliciting groups or individuals are expected to adhere to the following regulations:

- The use of sound equipment (tv, stereo, amplifiers, public address system) is restricted; permission to use such must be obtained from Scheduling Services.
- Groups must display a printed sign no smaller than 18” x 24” signifying the name of the organization hosting the sale or solicitation.
- For-profit entities must have a retail sales permit available at the scheduled activity. (A currently-enrolled student representing the sponsoring group or organization must be present at all times.)
- Groups or individuals must have written confirmation for the scheduled event available at the scheduled event.

Space in the University Center may be reserved by a registered student organization. The University Center may be used by registered student organizations for conducting campus-wide elections, distributing literature relating to student organizations, recruiting membership for student organizations, and activities, sales, and solicitations.

Failure to comply with the above policy will result in referral to the appropriate disciplinary process and could result in the loss of solicitation privileges. (See Section 2.25 and Appendix C of Student Rights and Responsibilities: A Code of Student Behavior for more information on student organization policies.)

Identification Card for Students

A student identification card (called the Eagle Access Card) is provided to each student. Cards can be obtained from the Eagle Access Card Office located in the University Center. A fee of \$10 will be charged a student who makes application to replace an Eagle Access Card.

It is against University regulations for any person to alter in any way the information contained on the Eagle Access Card, or to allow the card to be used by another person (whether a student or not). This card must be carried with the student at all times and must be shown upon request. An Eagle Access Card is required for admission to athletic events, participation in intramurals, admission to the USI Recreation and Fitness Center, and to check out materials from Rice Library.

A student who misuses and/or alters an Eagle Access Card, or who fails to present the card at the request of a University official, is subject to disciplinary action. (See Section 2.15 of Student Rights and Responsibilities: A Code of Student Behavior.) More information on the Eagle Access Card can be found at www.usi.edu/book/studevel/eaccess.asp.

Immunization Notice

All students entering the University for the first time and/or living in University housing must meet the immunization requirements of the University and Indiana Code 20-12-71 enacted by the 2002 Indiana General Assembly. To comply with requirements, you must provide current documentation of the following immunizations:

- two measles, one mumps, and one rubella (2 MMR vaccines acceptable; first MMR must be given after 1967 and not before first birthday), or a physician's written statement of immunity to measles and mumps due to having had the infection. You may submit a blood titer as documentation of MMR immunity. The titer must show immunity to rubeola, rubella, and mumps. It must be signed by a physician and must show the name of the medical laboratory performing the titer. Students born before January 1, 1957, are exempt from the MMR requirement;
- tetanus/diphtheria (Td booster) within past 10 years – tetanus toxoid NOT ACCEPTABLE;
- tuberculin skin test (Mantoux only) prior to the start of the first semester at USI, no earlier than six months for American citizens and six weeks prior for international students. Must be administered and read in the United States by a registered nurse or physician within 48-72 hours. Must have the signature of the registered nurse or physician reading the results to be valid.
- All students MUST read and sign the Meningococcal and Hepatitis B Risk Acknowledgement Form and return it with the Immunization Form in order to complete the file.

For further information contact the Student Immunization Office at 812/461-5285. The documentation must be mailed, delivered, or faxed to the USI Student Immunization Office prior to the start of the student's first semester at USI. The office is located in the lower level of the Health Professions Center, room 0102. The Student Immunization Office fax number is 812/461-5284. More information and a downloadable immunization form can be found online at www.usi.edu/studenthealth/immunization.asp.

Health Insurance Requirements for International Students

All international students (F-1 or J-1 visa holders and J-1 dependents) are required to have adequate health insurance while enrolled at the University of Southern Indiana. The University health insurance program offers comprehensive coverage designed for international students who will be billed for the cost of this program at the beginning of the academic year for coverage from August 15 to August 14.

The USI health insurance coverage may be waived if the student already has adequate health insurance. Students must provide an insurance certificate or other documentation in English, showing that health insurance meets the minimum requirements.

Minimum coverage must provide:

- medical benefits of at least \$50,000 per accident or illness
- repatriation of remains in the amount of \$25,000
- expenses associated with medical evacuation to student's home country in the amount of \$25,000
- a deductible (the amount you pay) not to exceed \$500 per accident or illness
- coverage for August-July (for students beginning in fall) or January-July (for students beginning in spring)
- the insurance policy must be underwritten by an insurance corporation having an A.M. Best rating of A- or above, or the endorsement of the student's government.

Contact the director of International Programs and Services if you have any questions regarding this requirement.

The University Honors Program

The mission of the Honors Program at the University of Southern Indiana is to support the University's continuing effort to improve the scholastic standing and educational opportunities for all University students and to encourage highly motivated students to reach their full potential in the classroom, the larger campus, and the wider community. The University recognizes

and nurtures the talents and abilities of all of its students. The Honors Program is designed to offer expanded opportunities for those students who show promise of outstanding academic achievement. Participation in the program exposes students to a wider range of intellectual and academic experiences, provides enriching extracurricular activities, promotes rewarding interaction between students and Honors faculty, and gives students the opportunity to form lasting friendships with other students committed to academic excellence. As a result of their enhanced collegiate experience, Honors students have a distinct advantage in their future pursuits, whether they go on to graduate or professional school or go directly into their chosen professions. The designation of University Honors Scholar is awarded to those students who successfully complete the Honors curriculum, a distinction which is noted on both the diploma and the official transcript.

The Honors curriculum serves to supplement and enrich the student's overall experience within any of the University's major fields of study. To this end, students in the program grow through special classes that stress the interrelatedness of knowledge; skill in oral and written communication of ideas; and methods and techniques for the analysis, synthesis, and evaluation of information. Honors classes tend to be more challenging and stimulating, with smaller class sizes for increased participation and discussion. Typically, Honors students will enroll in specially designated sections of courses taken either from the University Core Curriculum or from the student's major. Students generally take one or two Honors courses in a given semester as part of their normal progress toward the baccalaureate degree.

Students who have earned an SAT score of at least 1200 (Math and Critical Reading), or an ACT composite of at least 27, and have a grade point average of 3.25 are eligible to apply for acceptance into the Honors Program. Other interested students are encouraged to apply. Evaluations of these students are made on the basis of cumulative grade point average, class rank, academic background, and extracurricular activities. Students who have completed a minimum of 15 credit hours at USI, or elsewhere, with a cumulative 3.25 grade point average, are eligible to apply.

To be recognized as a University Honors Scholar, students must complete their undergraduate work with a cumulative 3.25 grade point average or above, and complete a minimum of 21 hours of Honors credit with grades of A or B. The 21 hours of Honors credit must include a one-hour Honors seminar (Honors 101 or 102) and an Honors component to the University Core senior level synthesis course, or an approved substitute.

Honors students have the opportunity of living in the Honors living-learning community in the residence halls. Research shows that students participating in living-learning communities graduate with greater frequency, maintain higher GPAs, and report greater satisfaction with their college experience than do students as a whole. Residing in the Honors living-learning community also facilitates a greater sense of being part of the larger Honors community at USI.

Honors students are encouraged to participate in study abroad, field study, sponsored undergraduate research, and in the National Collegiate Honors Council (NCHC) annual conference. The Honors Program offers scholarships to assist students with the cost of studying abroad.

USI Athletics

The University of Southern Indiana subscribes to the precepts and fundamental policies of the National Collegiate Athletic Association (NCAA). The University believes a well-conducted intercollegiate athletic program, based on sound educational principles and practices, is a proper part of its mission, and the educational welfare of participating student athletes is of primary concern.

The University of Southern Indiana is a member of the NCAA Division II and the Great Lakes Valley Conference (GLVC). Fifteen intercollegiate athletic teams participate in competition at the NCAA Division II level. There are eight women's teams (basketball, cross country/track, golf, soccer, softball, tennis, and volleyball) and seven men's teams (baseball, basketball, cross country/track, golf, soccer, and tennis). The intercollegiate athletic program gives student athletes an opportunity to use their talents while pursuing their studies.

Currently 15 other schools compete in the Great Lakes Valley Conference along with the University of Southern Indiana: Bellarmine University, Drury University, Kentucky Wesleyan College, Lewis University, Maryville University, McKendree University, Missouri University of Science and Technology, Quincy University, Rockhurst University, Saint Joseph's College, University of Illinois-Springfield, University of Indianapolis, University of Missouri-St. Louis, William Jewell College and University of Wisconsin-Parkside. Truman State University will replace Kentucky Wesleyan in the conference in 2013-1014.

The University of Southern Indiana won the NCAA Division II National Championships in men's basketball (1995) and baseball (2010). The Screaming Eagles also were the national finalist twice in men's basketball (1994 and 2004) and once in women's basketball (1997), while the baseball team reached the national semifinals in 2007.

The first individual national championship was Elly Rono's cross country title in 1997. Rono followed with a pair of track national championships in 1998, while Heather Cooksey and Candace Perry won national championships in track in 2004 and 2005. Mary Ballenger became the fourth national champion in track during the 2009 outdoor season.

In the conference, USI consistently challenges for GLVC titles, winning the 2003-04 All-Sports Trophy and Commissioner's Cup. All 15 varsity sports sponsored at USI also have won the conference championship and/or made an NCAA Tournament appearance since 1990.

In addition to excellence on the field and playing court, USI students have excelled in the classroom. Since 1993, USI student athletes have earned numerous Academic All-America awards and GLVC Scholar Athlete of the Year honors. The Eagles also have an overall average grade point average of 3.1.

The University abides by the guidelines of Title IX regulations, thus providing equity in men's and women's sports. Financial support for athletics is derived from admission fees, student fees, advertising, and contributions from the Varsity Club, business and industry, and individuals.

Other University Offices and Services

Office of Alumni and Volunteer Services

In cooperation with the USI Alumni Association, this office coordinates a variety of programs and services to benefit alumni and students. Anyone who has completed one semester's work on the campus is entitled to membership in the Alumni Association. Active members play a leading role in the success of USI through career networking, mentoring, recruiting, and volunteering.

This office is the liaison with the USI Student Alumni Association (SAA), which provides a link for students to work with the Alumni Association. SAA is a student-run organization committed to promoting and supporting the establishment of traditions at USI. Members have an opportunity to network with alumni and gain valuable leadership skills while working on SAA programs and activities.

Volunteering at USI has something for everyone—it is a rewarding way to share talents and abilities or develop new skills. Volunteer USI opportunities are available within the University as well as in the Evansville community. Students, faculty, staff, student organizations, or members of the community can assist with one-time events, short-term assignments, ongoing commitments, or be on call as needed.

The USI Parents & Families Association helps to involve families in the life of the University. It also serves as a resource for parents and families. A gift of \$25 to the Parents & Families Association helps support various activities for parents, families, and students, such as Parents & Families Weekend, the Eagle Roundup picnic, and the Camp Eagle parent sessions.

For additional information, call 812/464-1924 or visit www.alumni.usi.edu, www.usi.edu/alumni/saa, www.usi.edu/volunteer, and www.usi.edu/family.

Career Services and Placement

An integral part of the University, the Office of Career Services and Placement complements and supplements curricular programs by providing career coaching and employment assistance to students and active alumni from all academic disciplines. The primary mission of the office is to assist students in transitioning from the academic environment to the professional workplace.

The University encourages all students to participate in an experiential education activity prior to graduating and an internship or cooperative education (co-op) experience provides this opportunity. These professional practice programs offer an opportunity for students to integrate classroom learning with career-related work experience in both the public and private sector. Although many are paid positions, the primary value of an internship or cooperative education experience is the opportunity to clarify career goals, gain practical experience, and establish contacts with professional colleagues. Internships and co-ops are competitive and Career Services assists students from all majors in conducting an effective search. The office also provides ongoing support to students during the internship or co-op and facilitates documentation of the student's experience.

To be eligible for participation in most co-op or internship opportunities, students must have a grade point average (GPA) of at least 2.0 and must have completed at least 32 credit hours. Transfer students must have attended the University for one full semester. Requirements for students from certain academic disciplines are more stringent, requiring that particular classes be completed before eligibility can be met.

The co-op program offers two distinctly different patterns of study and work: alternate and parallel. The alternate pattern requires students to alternate semesters of full-time work with semesters of full-time study. The parallel pattern offers part-time work experience over an extended period of time while students maintain a minimum academic load. Internships are of shorter duration than a co-op assignment and normally are completed near the end of a student's college tenure. Because each program option benefits each student differently, programs are individually tailored to meet student and employer needs.

Upon admittance to the University, undergraduates seeking employment may receive job referrals to both on- and off-campus positions through the Job Locator Service. Part-time jobs and summer employment opportunities listed with this office allow all students, regardless of financial need, to earn money to support their education.

Students who have completed, or who will be completing, a degree program within the next calendar year are advised to meet with a Career Services and Placement professional for assistance with job search strategy. There is a professional staff member dedicated to working with each of the University's colleges. In addition, workshops emphasize the identification of individual marketable skills and assist with resume development, interview preparation, employer networking, and general job search strategy.

Students and graduates are strongly encouraged to use their account in Eagle Career Launch, the online job listing and recruiting system exclusively for USI students and graduates. All students have an active account once they are admitted to the University

and are advised to routinely use the system, as well as store up-to-date resumes in their accounts. All opportunities, including part-time, summer, co-op, internships, and full-time professional positions are listed in Eagle Career Launch and include positions with local, regional, and national employers.

Career Services and Placement serves a vital employer relations role for the University by maintaining an extensive database of contacts, routinely meeting and communicating with employers, and planning and facilitating events such as career and job fairs and networking events for students and employers.

Career Services and Placement maintains an extensive web site of career and job resources including job listings, a virtual practice interview program, and general information about careers and jobs. A career resource library in the office contains printed materials covering such diverse topics as career and occupational information, job search techniques, and recruiting events. Computers also are available for resume writing and job research activities.

Information regarding the Graduate Record Examination (GRE), the entrance exam frequently required for admission to graduate programs, may be obtained by contacting Career Services and Placement or the Graduate Studies Office. Career Services also assists with personal statements for graduate school application, as well as practice with admission interviews.

Students at all levels of academic study, from freshmen through seniors and graduate students, are encouraged to meet with Career Services and Placement and take advantage of the career, internship, and job search services provided.

Center for Communal Studies

The Center for Communal Studies (www.communalcenter.org) in the College of Liberal Arts is a research facility and international clearinghouse that assists classes, students, faculty, and visiting scholars with the subject of communal societies, intentional communities, and utopias. The center facilitates meetings, seminars, publications, and networking among scholars and communities.

The center coordinates its work with the extensive Communal Studies Collection in the Special Collections Department of Rice Library, which provides a rich base for undergraduate and graduate research.

The Center for Communal Studies Lecture Series brings noted scholars of communal societies and communitarians to share their knowledge and experience on campus. The center awards annual prizes to both an undergraduate and a graduate student who submits the best scholarly paper or project on a communal theme by January 15.

Development Office

The Development Office is responsible for developing, coordinating, and implementing a comprehensive private fund-raising program for the University of Southern Indiana and its outreach programs under the auspices of the USI Foundation. The president of the University is the official spokesperson on all fundraising matters. The director of Development/president of USI Foundation, in concert with other administrative units, will assess University needs, identify possible private sources for funds to meet those needs, prepare plans for soliciting sector funds, and direct the personnel and financial resources available through the office toward obtaining resources to meet those needs.

One of the Development Office's primary responsibilities is to provide staff assistance and guidance for the USI Foundation, founded in 1968 as the official gift-receiving agency of the University. As an Indiana not-for-profit 501(c)(3) corporation, the USI Foundation promotes, receives, invests, and disburses gifts for the benefit of the University.

Indiana University School of Medicine *Evansville*, on the campus of the University of Southern Indiana

The Evansville Campus of the Indiana University School of Medicine is a part of the Indiana Statewide Medical Education System, in which the regular medical curriculum of all four years is offered. Each student admitted to the Indiana University School of Medicine is assigned to one of nine campuses. Campus preference is honored as closely as possible.

Facilities for teaching and research include classrooms and teaching laboratories and faculty offices and research laboratories. The facilities are located on the third floor of the Health Professions Center. The curriculum consists of courses in gross and microscopic anatomy, biochemistry, physiology, microbiology, the patient-doctor relationship, and neurobiology in the first year and pharmacology, medical genetics, biostatistics, introduction to medicine, and general and systemic pathology in the second year.

With over 1,200 hospital beds in the region, students may complete third-year clerkships and fourth-year electives based in hospitals and clinical facilities. Disciplines are arranged in 16 week core blocks to foster a more dedicated interdisciplinary structure to patient care. Block 1 includes Internal Medicine/Neurology/Psychiatry. Block 2 includes Family Medicine/

Pediatrics/elective. Block 3 includes Ob/Gyn/Surgery/Surgical Subs. In year four, there are only three required core clerkships; Emergency Medicine/Medicine Sub-I/Radiology. Students may wish to fulfill their competency requirements within these courses or in electives.

The University of Southern Indiana offers a joint Baccalaureate / Doctor of Medicine Program which allows accepted applicants full tuition waiver for USI and provisional admission to the Indiana University School of Medicine *Evansville* program. Students entering the program will be independently accepted into the undergraduate program at the University of Southern Indiana and the medical degree program at Indiana University School of Medicine.

Additional information is available online at <http://medicine.iu.edu/>. Specific inquiries about the center programs may be addressed to the Office of the Dean, Indiana University School of Medicine, Indianapolis, Indiana 46202, or also may be made to the Director and Associate Dean, IUSM Evansville, on this campus.

Division of Outreach and Engagement

www.usi.edu/outreach
812/464-1829

Outreach and Engagement coordinates and supports outreach activities of the University. Its mission is to extend the resources of the University through education and training programs, assessment activities, consulting, applied research, service learning, and related services which assist in the educational, human resource, and economic development of southern Indiana. Components of Outreach and Engagement are:

Academic Services

Bachelor of General Studies Program – The Bachelor of General Studies (BGS) program is designed for working adults who want to complete a baccalaureate degree that builds on their previous education, training, and work experience. It requires completion of the standard 120 credit hours, including the Core Curriculum, but allows flexibility in program design. Call **812/464-1879** or go to www.usi.edu/bgs for additional information.

USI Nearby – USI Nearby is an outreach program coordinating evening courses at off-campus locations that are convenient to students who live and work in Warrick County, eastside, and downtown locations. Current USI Nearby locations include Castle High School, the National Guard Armory, and Innovation Pointe. For maps and class schedules, go to www.usi.edu/nearby or call **812/464-1879**.

Center for Education Services & Partnerships – The Center for Education Services and Partnerships focuses on programs that involve schools and individuals in P-16 education. These include the College Achievement Program (CAP—see the following), STEM initiatives, Super Summer, and other public programs for children, parents, and teachers. **College Achievement Program** – The College Achievement Program provides an opportunity for high school juniors and seniors to earn dual high school/college credit in selected courses offered at participating high schools. USI faculty are involved as course liaisons and in facilitating training for high school faculty.

Reserve Officers Training Corps (ROTC) – At the request of the Indiana Army National Guard, USI established an Army ROTC program in the fall semester of 2001. The program provides numerous opportunities for qualified students, most notably in the form of full tuition assistance for tuition and fees. The minor in Military Science offers qualified students an opportunity to obtain a commission as a Second Lieutenant in the U.S. Army and to serve on active duty, in the Army Reserve, or the Army National Guard. Army ROTC scholarships and other incentives provide qualified students with outstanding financial assistance packages, covering virtually all costs for up to four years of college. The ROTC program is located in the lower level of the Education Center and may be reached at **812/461-5301**.

Service Learning – Service Learning is an academic pedagogical approach to university education that incorporates community projects into courses. There are two equally important goals of service learning: enhancing student learning and providing a valuable service to the community. For a service learning project to be successful, both goals must be met simultaneously. Ideally, students learn what courses are intended to teach, supplementing classroom instruction with “real world” experience, while also contributing something valuable to the community. Typically, successful projects are done with community partners, where relationships are developed between an academic institution and a community group over time. Many projects are built into courses (academic service learning) but some are done by students in groups outside of the classroom (co-curricular service learning). All projects incorporate learning goals and reflection/assessment.

The Service Learning office can help faculty by:

- providing information and resources regarding service learning
- assisting with the training of students
- assisting with logistics, such as transportation or delivery of material/students

- assisting with preparation and duplication of reports
- assisting with small financial needs
- providing follow-up surveys and communication with partners/students

Call **812/465-1203** for more information. www.usi.edu/extserv/outreach/ServiceLearning.

Epi-Hab Center for Disability Studies – The Epi-Hab Center for Disability Studies was created by a grant from the former Epi-Hab of Evansville. The Center focuses on programs in the community, student scholarships, and faculty research. Public programs have included appearances by nationally known speakers and writers on disability issues as well as funding for faculty participation in disability-related conferences.

Individual, Business, Organizational, and Regional Development Services

The Division of Outreach and Engagement promotes and supports regional economic, social, and cultural development, as well as lifelong learning for individuals, through the following offices and departments.

- **Center for Applied Research and Economic Development** – The Center for Applied Research and Economic Development works with businesses and organizations throughout the region to help leverage the intellectual capabilities of the university. The Center matches faculty, staff, and students with regional businesses and organizations to conduct research, consulting, and other applied projects, ranging from economic impact studies to new product development. This engagement will not only benefit the region, but also will help these individuals in their career development. Opportunities exist for individual faculty and student involvement, as well as class projects. Information is available at 812/461-5442.
- **Corporate Partnerships**– Outreach and Engagement’s Corporate Partnerships provides full-service consulting and training focused on identifying businesses’ needs and locating the best resources to meet those needs, from across USI or across the country. Moving beyond traditional training and consulting products, this office creates partnerships with businesses and identifies opportunities for businesses to work together, among similar or vastly difference sectors, to address challenges and unmet needs. In addition, Corporate Partnerships develops site-specific and job-specific training to assist businesses in realizing target outcomes of productivity, profit, retention, and customer service. Call 812/465-1629 for more information.
- **Continuing and Professional Education** – Continuing and Professional Education manages off-campus credit courses at several sites in Southwestern Indiana (USI Nearby) and a wide variety of noncredit programs and services. There are more than 15,000 noncredit registrations annually in business and professional development and computer applications courses; specialized courses for health professionals; fitness; arts and leisure activities; programs for children and parents; personal interest areas including foreign languages; and conferences. Noteworthy management and employee development activities include the Management Diagnostic Center (MDC), certified DDI leadership courses, and on-site and customized programs for employers in most business, professional, and technical areas. Information is available at 812/465-1117.

Many professions, including but not limited to healthcare, social work, and accounting, require annual continuing education hours which may be earned through selected courses and seminars. The University maintains a permanent file of all continuing education hours granted.

Conferences and seminars are held throughout the year. The staff is available to help organizations assess needs and plan, develop, and conduct programs on campus or at other facilities. Call 812/464-1864 for more information.

- **USI-Crane NSWC Partnership** – This partnership exists to benefit USI students and faculty, Crane NSWC, and the economy of the region. Facets of the partnership include internships, technology transfer, intellectual property development, and STEM services and activities for grades K-12.
- **Higher Education Partner, Innovation Pointe** – USI is the Higher Education Partner in the Certified Technology Park centered at Innovation Pointe in downtown Evansville. Services provided include support and coaching for Innovation Pointe clients, facilitation services for businesses and organizations, and credit and noncredit courses. In addition, an outstanding space for facilitated planning and working sessions is available to Outreach and Engagement clients. Call 812/492-4394 for details.
- **Connect with Southern Indiana** – Connect with Southern Indiana received start-up funding from the Lilly Endowment to boost Indiana’s retention of intellectual capital. At the heart of the program is strengthening critical thinking and promoting active citizenship. Participants expand their opportunities for creating new connections: with other residents, with local and regional organizations, between communities, and between USI and the region. These connections are designed to transcend traditional boundaries of towns and counties, occupation, and demography. Participation in Connect with Southern Indiana provides invaluable, tangible skills, including the opportunity to meet others from the region with similar concerns and interests, identify areas for collaborative problem-solving, meet business and civic leaders, while developing critical thinking skills. USI faculty and staff are encouraged to apply. Call 812/465-1629 for more information.
- **Grant Research and Development** – A professional grant researcher/writer is available in the Division of Outreach and Engagement to assist in seeking funding for USI outreach projects. Faculty interested in working with Outreach and Engagement on such programs should call 812/464-1829 for more information.

- **Historic New Harmony** – Since 1985, USI's Historic New Harmony has facilitated cultural and educational programs related to New Harmony's important historic resources. In cooperation with Indiana State Museum and Historic Sites, USI maintains several properties within the National Historic Landmark District and the National Register District, as well as an extensive collection of artifacts and the award-winning Atheneum which serves as New Harmony's visitor center. Tours of the sites are offered. The many opportunities for faculty, staff, and student engagement include research projects, service learning, and professional and personal development retreats. Art courses and exhibits are offered through the New Harmony Gallery of Contemporary Art (see below). www.usi.edu/hnh
- **New Harmony Gallery of Contemporary Art** – The New Harmony Gallery provides a not-for-profit, non-commercial exhibition space for current young and mid-career Midwestern artists and promotes discourse about and access to contemporary art for the general public. Several exhibitions are opened each year and a consignment shop provides a year-round venue for artists to sell their work. www.usi.edu/nhgallery
- **Historic Southern Indiana** – Historic Southern Indiana seeks to identify, protect, enhance, and promote the historical, natural, and recreational resources of southern Indiana for the benefit of visitors and citizens alike. This heritage-based outreach program created in 1986 serves the 26 counties between US 50 on the north and the Ohio River on the south. Historic Southern Indiana provides students and faculty in all disciplines opportunities for applied research and professional enhancement in community and regional development, cultural and heritage tourism, interpretation and marketing, and K-12 educational projects. www.usi.edu/hsi/index.asp
- **Southern Indiana Japanese School** – Designed for children of Japanese citizens working in the region, this program provides instruction in Japanese language, culture, and other selected disciplines on Saturdays and after the regular school day. www.usi.edu/extserv/sijs.htm.

Instructional Technology Services (ITS)

Instructional Technology Services provides technical presentation and communication resources to support the teaching and learning activities of the University community and its partners. ITS clients include USI faculty, staff, students, and partner institutions and organizations. The goals of ITS are to provide consultation, planning, and promotion for the effective use of new and existing technologies to support instruction; maintain high standards of service for its clients; deploy University technical resources effectively and appropriately; and collaborate with members of the campus community and other partners on technical issues and activities. For general information about any of the following ITS programs and services, visit instructech.usi.edu or call **812/465-7182**.

Audio-Visual Equipment – Instructional Technology Services provides audio-visual equipment to faculty and staff for classroom or other academic use. To avoid scheduling conflicts, 48-hour notice is strongly recommended for video and computer projection equipment and 24-hour notice for all other equipment. Some equipment items may be requested on a semester-loan basis. Equipment is ordered online at instructech.usi.edu. Technical support is available by calling **812/464-1838**.

Blackboard Course Management Software – Instructional Technology Services operates and supports the Blackboard course management software that allows course materials and information to be shared on the Internet in a virtual classroom setting. Blackboard is an easy-to-use program for instructors to conduct course activities and distribute documents online such as syllabi, course handouts, video clips of lectures, guest speakers or demonstrations, PowerPoint presentations, send and receive student papers, post grades, generate class announcements or email messages, maintain a class calendar and tasks, generate online quizzes, and manage their own course discussion board. Students can collaborate in online group workspace, create their own web pages, and meet classmates in their course chat rooms. USI Blackboard is accessed through MyUSI for enrolled USI students or at blackboard.usi.edu for non-USI students, continuing education students, community partners, and guests.

Computer and Multimedia Presentation – Instructional Technology Services deploys computer data projection equipment for faculty to support their classroom and professional activities. The department also can assist with scanning pictures, photos, and slides. A digital camera is available for checkout to faculty and staff for multimedia projects. CDROM authoring through Instructional Technology Services allows faculty an opportunity to store a wealth of notes, data, and images in a readily accessible and compact format for ready retrieval both in and out of the classroom.

Distance Education – USI Distance Education offers courses and programs via technology such as CD-ROM, Internet, videoconferencing, videotape, or other digital media. These technologies allow students to enroll in courses that better fit their time or travel needs. USI Distance Education operates a Learning Center to serve both faculty and students on and off campus. This office consults with public groups, other schools, and business and industry to develop a wide range of adult programs and continuing education, noncredit courses, certificate programs, and special programs for K-12 teachers and students including dual-credit college and high school courses. USI coordinates its distance education course offerings with other Indiana colleges and universities through the Indiana Partnership for Statewide Education and the Indiana College Network. The Indiana College Network provides information and assistance to students wishing to take distance education courses offered by USI and other institutions. Information about distance learning is available on the Internet at www.usi.edu/distance or by contacting Instructional Technology Services at **812/465-7182**.

Faculty/Staff Training Lab and Testing Support – Instructional Technology Services provides eight multimedia computer workstations with a presentation screen for faculty/staff training purposes. These workstations allow users to copy or make their own CD-ROMS to meet instructional or training needs. Workstation software includes Microsoft Outlook, Excel, Word,

PowerPoint™, Front Page for web design, Paint Shop Pro for photograph and electronic graphic editing, Respondus for test creation, SPSS, and Easy CD Creator. Any department, academic unit, or individual faculty or USI staff member may schedule the use of the lab and/or make arrangements for an ITS training facilitator. For groups larger than eight persons, training may be scheduled in the 14-workstation Outreach and Engagement Training Lab housed within the ITS complex. ITS also provides the Scantron automated test-scoring machine (assistance is available) and Scantron forms.

Instructional Design and Online Course Development –Instructional Technology Services provides instructional design assistance for faculty to incorporate technology into their courses and departmental curricula. Faculty members are invited to make appointments with ITS instructional design staff to discuss individual course needs. ITS partners with the USI Center for Teaching and Learning Excellence to host presentations, symposia, and workshops as well as the Institute for Online Teaching and Learning, an intensive training program for faculty developing online courses.

Production Services – Instructional Technology Services provides a variety of media production capabilities for academic and University-related activities. Assistance is available in the development and design of instructional media including audio and video production, multimedia presentations including transparencies, slides, and MS PowerPoint™, CDROM creation, web page design, and videoconferencing. Image and slide scanning services also are available.

Videoconferencing Services – The University uses videoconferencing technology to deliver courses and programs and to facilitate meetings where participants are in two or more locations. Videoconferencing services are available to faculty and staff as well as external groups and individuals. The technology offers faculty and students a cost-effective way to meet with a variety of experts and peers in cities across the globe. In most instances, participants see and hear each other on television monitors. ITS staff can connect meeting participants by satellite television, ISDN, and IP video. The department equips and maintains distance learning classrooms and other multi-purpose videoconferencing rooms and coordinates programs broadcast through IHETS, the Indiana Higher Education Telecommunications System.

Video Rentals – Instructional Technology Services maintains a videotape catalog collection to assist faculty in locating instructional materials. Due to increased videotape use and equipment availability, many titles formerly available only on film now are offered in videotape formats. Videotape rentals are provided at no charge to the user for all scheduled classes. Rental requests should be received by Instructional Technology Services at least six weeks prior to presentation date to assure availability.

Food Service

The University food service, managed by Sodexo Services, operates in the University Center with seating in the Eagle's Nest, University Center East and Loft dining room. The Eagles Nest is home to Sub Connection, Burger King, and Archie's Pizzeria. The University Center East hosts Cyclone Salads which features bountiful veggie options, paninis, a variety of soups, and baked potatoes and Salsa Rico, a Baja Pacific fresh Mexican grill. The Loft, located on the second floor of the University Center West, serves a wide variety of home-style lunch and dinner items seven days a week, breakfast Monday through Friday, and brunch on the weekends during the fall and spring semesters. The Sweets Spot Bakery is located next to the Loft and features freshly baked pastries, donuts, cakes, cookies, gourmet coffee creations and more!

Students and staff on tight schedules or in classes in other buildings on campus can purchase bottled beverages, coffee, a variety of fresh-baked goods, salads, and sandwiches, and other convenience food items at Simply To Go in the Health Professions Center and in the main lobby of the Liberal Arts Center. Starbucks is located on the first floor of Rice Library.

Munch Money and Dining Dollars can be used to purchase Starbucks merchandise.

Inside of the Wright Administration building, formerly known as the "Canteen", is the renowned frozen yogurt chain, Red Mango. Our award-winning frozen yogurt has it all -- calcium, protein, and live and active cultures that are good for you. Unlike other desserts that contain artificial ingredients or excessive calories. Red Mango frozen yogurt is all natural, nonfat or lowfat, kosher and certified gluten-free.

A full-service convenience store, the Eagle Xpress, is located near the McDonald Apartments, offering standard convenience store services, as well as Archie's Pizzeria with pizza delivery. Munch Money and Dining Dollars can be used for groceries, Archie's Pizzeria items, and all other merchandise, such as USI apparel.

Catering services for University-sponsored events on or off campus are available. For more information contact the Catering Services manager at 812/465-1652. Also, contact Catering Services for concessions participation for your club or group.

For a complete description of services, weekly menus for The Loft, ongoing promotions or specials, and employment opportunities, visit our web site at www.usifood.com. Also, text USI to 82257 to register for MyDtxt to receive promotional information sent directly to your cell phone.

Library Services

The David L. Rice Library supports and extends the academic programs of the University by providing research and instructional materials as well as recreational and general interest materials. During fall and spring semesters the library is open 102 hours a week, including evening and weekend hours. When the library building is closed, the online catalog, and hundreds of web pages - selected and organized to assist in finding high-quality information on a variety of topics - remain available through the library's web site, www.usi.edu/library/. Remote web access to electronic books and databases is available for currently-enrolled students and currently-employed faculty and staff members. The web site is the most up-to-date source for library hours, special notices, services, and staff contact numbers.

The building has four floors, with substantial student study space with comfortable seating in a variety of configurations; three reading rooms; 30 group study rooms; and two computer labs for instruction and student use. Additionally, the building provides classrooms on the lower level and casual seating in the coffee shop area. Wireless access is available throughout the building; in addition to computer workstations, students may check out laptops and tablets.

The library's collection of over 375,000 volumes is available in open stacks, providing easy access to most resources. Approximately 4,000 books are added each year, along with electronic resources, audio-visual materials, and other formats. Reference librarians provide assistance in identifying, locating, and evaluating resources in many formats at the Reference Desk during most open hours. In addition to in-person visits, users may contact the library's Reference staff by telephone, email, chat, or text; contact information is listed on the web site.

The library provides access to over 35,000 full-text journals via the web and receives over 2,000 print periodicals and newspapers. Electronic resources are accessible within the library, from other computers on campus, and remotely to authorized users. Microform coverage ranges from recent government reports to 1850s newspapers. Digital microform reader/printers are located on the main level, as are photocopiers and printers. A recreational reading area is located on the entry level near the media collection, which is made up of music CDs, audio books, and DVDs.

University Archives and Special Collections, located on the third floor, preserves materials about the University's history and houses distinctive collections. One such collection is communal societies, with substantial information on historic and contemporary intentional communities. Another major collection includes thousands of photographs documenting Southern Indiana from the late 1800s. Images and documents from this collection and others are being digitized for online discovery and use, viewable at www.usi.edu/library/archives.asp. USI is also a partial federal government depository library. Government documents cover a wide variety of subjects, from career information to the environment and consumer guidance; most of the paper documents are interfiled with the library's other collections. Children's books - used by education majors but available for checkout by anyone - are housed on the fourth floor.

The library's integrated online system is Ex Libris' Voyager, a system used by hundreds of academic libraries. This system is used for ordering, receiving, cataloging, and checking out materials, as well as for identifying the library's holdings. By connecting to other systems, the library is able to use shared cataloging records from OCLC WorldCat, an international bibliographic utility with over 1.9 billion records. The library provides interlibrary loan service, and borrows items from libraries all over the world. Special software is used to enhance and expedite the interlibrary loan process, including speedy desktop delivery of journal articles and book chapters. Eligible USI students, faculty and staff members may submit online requests via the library's web site.

Students, faculty, staff members, and community users may check out library materials. The library user may search the online catalog by author, title, keyword, or subject, and identify an item's location and availability. If an item is already checked out by someone else, a hold may be placed on that item and the user will be notified when it is returned. Users may renew books online, unless an item is overdue or on hold for someone else. Self checkout machines on each floor speed the checkout process for books.

As the variety and complexity of information sources has increased - along with the necessity for evaluating their worth - formal research instruction has become even more essential. Instructors may schedule sessions customized to individual course needs by contacting the Instructional Services librarian. Instruction is usually provided in one of the library's computer labs so that hands-on learning is possible. Library staff members are available at the Reference and Checkout counters to provide assistance to library users.

Office of News and Information Services

The News and Information Services Office develops, writes, and distributes official news releases to internal and external audiences to communicate the University's academic activities, its service to the community, and the achievements of its students, faculty, staff, and alumni. The goal is to enhance USI's position as a comprehensive educational institution.

University writers work with journalists to generate news coverage for USI, its faculty and students, and higher education in general. They also write stories for the USI web site to describe the programs, services, events, students, and alumni of the University.

This office reaches out to University offices to help with editorial development including consultation for pages on the USI web site. The office publishes *USI Today*, the online employee newsletter; *USI Magazine*; Speakers Bureau directory; and it maintains an experts listing of faculty and administrative staff.

Photojournalists take photographs and keep photo records of campus events and personalities for campus publications, the USI web site, and other promotional efforts.

The office publishes an Editor's Manual on the web at www.usi.edu/newsinfo/editorsmanual/index.asp. The manual is a style book to assist writers in providing a consistent style when writing about the University and its people and programs. Staff members are available to write and edit copy for University marketing pieces, advertising, and content for the web. Contact the director at kfunke@usi.edu or 812/465-7050 for details of this service.

Department of Publishing Services

Publishing Services functions as a full-service in-house agency, coordinating the development and production of all University publications. Magazines, brochures, posters, banners, signs, forms, booklets, stationery, business cards, and invitations are examples of items produced by Publishing Services for the University community. All publications, whether produced in house or outsourced by the Publishing Services office, must be reviewed and approved by the director for quality, content, University standards, logo/wordmark usage, and postal regulations. Any off-campus printing or copying must have prior authorization from the director of Publishing Services. Projects are initiated using the Publishing Services Requisition form in Outlook.

For assistance with publication planning, design, and printing, contact the Publishing Services office at 812/464-1954 or by email. Located in the Publishing Services Center on Clarke Lane near Reflection Lake, office hours are from 8 a.m. to 4:30 p.m., Monday through Friday.

Turnaround Time – Turnaround time for a printing project should be discussed with the director or assistant director in the earliest part of the planning stage. Allowing realistic production time prevents delays in final product delivery. Four to eight weeks will cover most printing projects; however, each project is unique and schedules will vary based on specific requirements. Publishing Services will make every effort to accommodate emergency situations.

Graphic Design – Publications are designed by a professionally trained in-house staff using current state-of-the-art technology and design software. Pieces are produced with purpose, quality, and economy in mind. Projects are designed to meet USI graphic and editorial standards and benefit from thorough proofreading. Adherence to strict postal requirements is designed into mail pieces. Paper, ink color, publication size, and other details are established prior to proceeding with design and/or printing.

Printing and Bindery – Publishing Services' in-plant reprographic facility offers a full range of services. A complete digital workflow is used for prepress print production work. The press area features one-color to four-color offset printing capability. A variety of bindery equipment, such as a guillotine-style cutter, folder, bookletmaker, stitcher, drill, and more, complete the production process.

Large Format – High-quality large-format printing capability permits on-campus production of large-format posters, banners, displays, and yard/boulevard signs. The printer is capable of outputting up to 44" in width on a continuous roll. Various materials are available. Foam core mounting, laminating, and sign mounting are available. Projects may be designed by the department's Graphic Design staff or the customer may send a file ready to print.

Environmental Graphics – Publishing Services provides job management, design, and vendor resources for specialty graphics targeted to outdoor audiences. Projects such as construction zone wraps, vehicle graphics, specialty displays, ball field graphics, pole banners, oversize banners, and many other types of outdoor marketing have become desirable in recent years. This office is the on-campus resource for projects of this type.

Copy Services – Publishing Services provides a centralized, staffed Copy Services Center. Large volume (more than 10 copies of each original), specialty photocopying, high-quality color copying, large format projects, and a full range of bindery services are offered through the Copy Services Center located in the Publishing Services Center. University offices can access Copy Services' high-speed copier as a network printer device from each workstation, improving turnaround time and quality, as well as providing a 20 percent cost-per-copy savings. Instructions for network access can be obtained from Copy Services.

Copy projects are initiated using the Copy Services Request form in Outlook, or paper order (upon request). Walk-up service is available. Hours are 8 a.m. to 4:30 p.m., Monday through Friday. The Copy Center is closed during winter break.

Copier Fleet Program - USI's copier fleet is a centralized program that is managed by Publishing. All toner, paper, service, and the capital investment expenses are centralized in Publishing Services. Departments pay only for per-click usage. Copiers also are scanners and cost-efficient printers, limiting the need for individual printers. Some are designed to provide fax functions.

The department copiers, both standard and color, are conveniently located throughout campus for faculty and staff and are activated by assigned codes. These copiers are networked, allowing approved department users to also access them from their

desktops, benefiting from digital quality, convenience, and confidentiality. Designated student copiers are activated by coin or Eagle Access cards. Photocopier acquisition and maintenance contracts are managed by Publishing Services.

Variable Data Printing – The high-volume, high-speed copier in Copy Services features variable data printing capability to assist departments in producing custom letters or other forms of personalized communication from a digital database. At 120 copies per minute, and the utilization of Copy Services’ staff, this resource is preferable to desktop printers for this work. Variable data projects should be requisitioned using the Publishing Services Requisition form in Outlook. Early notice to Copy Services’ staff is recommended for scheduling.

Questions about photocopying and variable data printing should be directed to the Copy Services supervisor at extension 1889.

University Logo Usage - In addition to designing and producing high-quality print pieces, Publishing Services is responsible for logo management for the University. Employees and off-campus vendors are encouraged to review usage guidelines and download high resolution versions of the logos at <http://www.usi.edu/identity/logos> to ensure the best quality and representation. Permission from the department’s director or assistant director is encouraged to be certain logo usage is permissible and high-quality versions are accessible

General guidelines, stock and custom products, and other useful information can be found at www.usi.edu/publishing.

Office of Public Safety (Security and Parking)

Security

The public safety officers are responsible for traffic control, preliminary emergency medical care, initial response to other emergencies on campus, security of physical assets and the safety of the University’s employees, students, and guests. They provide their services to the campus and student residences 24 hours a day, seven days a week, through the deployment of vehicle, foot and bicycle patrols.

The University of Southern Indiana strives to create and maintain a safe and secure environment on all properties the University owns, leases or manages for official activities. In order to be successful in providing the highest degree of safety and security on the campus and in the residences, it is important for the campus community to follow good safety and security practices. Students and employees are encouraged to know as much as possible about the frequency and type of security breaches which occur on University property. To that end, the University Office of Public Safety records and annually publishes statistics on crime and security matters, and the University provides timely warnings of crimes or incidents, which may be considered a threat to the University community. A copy of the annual statistical report can be requested from the Office of Public Safety.

Further, the Office of Public Safety takes a leadership role in campus safety by providing and encouraging the campus community to utilize its services which includes educational programs on campus safety, preventative patrols, crime prevention, and free escort services. The campus community is encouraged to report any suspicious/criminal behavior or threat. This type of activity can be reported either in person, telephone, through silent-witness email, or by using the emergency telephones. The emergency telephones, which are located throughout campus and the residences, ring directly to the Public Safety Building.

Parking

Non-restricted parking in USI’s campus lots is available to commuters and visitors on a first-come, first-served basis. Campus lots have few restrictions, and those areas with restrictions are marked with appropriate signage.

O’Daniel South, O’Daniel North, McDonald West, and McDonald East campus apartments and Newman, Governors, O’Bannon, and Ruston residence halls have restricted parking. Parking spaces in campus apartments are reserved for residents of each neighborhood (O’Daniel, McDonald, and residence halls). Apartment residents are not permitted to park in campus lots between 6 a.m. and 3 p.m. on class days. Visitors to campus apartments must park in visitor areas only. Students living in residence halls are restricted to parking lots M & O, the last two rows of parking lot D, and the last row of parking lot E. All restricted parking areas are marked with appropriate signage.

Important Telephone Numbers

Security	812/464-1845
University Emergency Telephone	812/492-7777
Parking	812/465-1091

Office of Special Events and Scheduling Services

The Office of Special Events includes units responsible for Special Events, Conference and Meeting Planning, Scheduling Services and facility management for the University Center (UC).

Special Events produces major events on campus that are fundamental to the image of the University. These events emphasize University growth, recognition, and appreciation of the accomplishments of students, prospective students, faculty, and employees. Special Events is responsible for implementing functions hosted by the University president; events recognizing special friends, donors of the University, and governmental representatives; student academic honors convocations; USI Foundation meetings; and Board of Trustees meetings. Special Events plans fall and spring Commencement exercises, facility ground-breakings and ribbon cutting ceremonies, and employee recognition programs. Special Events markets USI as a summer conference site to student and professional organizations seeking meeting, recreational, sleeping, and dining facilities for multi-day conferences.

Conference and Meeting Planning develops and serves hundreds of programs in the University Center and on campus that emphasize student development, education, social and economic growth, and civil and cultural awareness for traditional college students, summer conference programs, and off-campus events sponsored by community groups. Additionally, Conference and Meeting Planning supports outreach programs of short duration presented by the University for non-credit college students in Southwestern Indiana. The objective of this group is to provide quality planning assistance plus room set-up accommodations, audio-visual equipment, and a high level of on-site support to these events.

Scheduling Services interfaces with student, faculty, administrative staff, and off-campus group meeting/event sponsors to reserve space on campus for their events. Scheduling specialists reserve the most appropriate space for each event based on location, anticipated attendance, and time of year and day. This group establishes reservations for and maintains the University's master calendar of events to ensure continuity of traditional annual events on campus. This group also maintains an electronic software program to record all events and activities scheduled in campus buildings and on the grounds.

The majority of events are held in the University Center (UC). The UC plays a vital role in serving the on-campus meetings, activities and dining needs of students, faculty, staff, alumni, community and residents from the Tri-state area. In the management capacity of the University Center, the department's goal is to consistently maintain the integrity and quality of the facility and furnishings to provide a convenient and pleasant environment for all activities.

The Office of Special Events and Scheduling Services maintains a calendar of major events scheduled in the Evansville community. When contemplating an event, sponsors may call this office to avoid scheduling conflicts.

For additional information, call the Office of Special Events at 812/464-1930.

Veterans' Support Services

Staff work with prospective and enrolled students who are veterans, servicepersons, dependents, survivors of veterans, and other eligible persons to keep them informed of available veterans education programs, including the G.I. Bill and the Yellow Ribbon Program. There are several educational assistance programs and the basic eligibility criteria usually vary from one to another.

This is the certifying office for the enrollment of persons training under the veterans' programs. All veterans, servicepersons, dependents, and survivors of veterans, and anyone else who may be eligible for veterans' assistance should contact this office. Students receiving Veterans Affairs education benefits must make contact with this office each semester to begin or continue their certification of enrollment process to the Veterans Affairs Regional Office.

Staff provide outreach, counseling, and academic assistance referral for veterans and servicepersons throughout the academic year.

This office also evaluates, as per the American Council on Education's recommendations, military experience for University credit. Those wishing to have their military experiences evaluated for possible University credit should contact Veterans' Support Services at 812/464-1857 for required documentation and requirements.

The University Core Curriculum

The University Core Curriculum (50 hours)

The University Core Curriculum is that portion of academic work required of all degree-seeking students, regardless of academic major or minor. Students pursuing bachelor's degrees complete the entire program. Students pursuing associate degrees complete approximately half of the program; specific requirements are determined in conjunction with the departments offering the degrees.

Through the University Core Curriculum, USI encourages in all students the desire and ability to achieve personal growth and contribute meaningfully to society. The University Core Curriculum involves non-specialized, non-vocational learning that views students first as human beings, equipping them to harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them. The program is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge wisely.

To fulfill these intellectual, academic, and social needs, the University Core Curriculum shows students various ways of knowing and invites them to analyze the great ideas and achievements of humanity. Students can acquire an appreciation of their place in the continuum of life by studying not only their own world but also that of the past, of other cultures, and of nature. They can identify and move away from narrow perspectives and values in order to actively participate in shaping their lives, society, and environment.

A student's major area of specialized study and the University Core Curriculum complement each other. The former provides knowledge that distinguishes us from one another in our diverse walks of life; the latter provides knowledge and abilities that all educated people share. By joining the two, the University can accomplish its primary mission of preparing students to live wisely. The two goals, however, that pervade the entire program are critical thinking and information processing.

Critical thinking is defined as "the ability to analyze and evaluate information." Students who complete the University Core should be able to analyze information presented in numerical, written, spoken, and visual formats. They should display development of higher-order cognitive skills such as interpreting, synthesizing, applying, illustrating, inferring, comparing-contrasting, distinguishing the central from the peripheral, and predicting. They should be able to differentiate opinion, theory, and fact and also define problems and identify solutions.

Information processing is defined as "the ability to locate, gather, and refine information." Students who complete the Core should also be able to perform basic research tasks using primary and secondary sources including laboratory and field experiences. They should be able to retrieve and organize information stored in diverse formats, and use the computer to extend their ability to process information.

The Mind: Enhancement of Cognitive Abilities (12–13 hours)

A1. Communicating Effectively

- write clear, concise, and coherent prose in both expository and persuasive modes
- speak clearly, effectively, and persuasively in both formal and informal circumstances

A1. Composition/Speech (9 hours)

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- CMST 101 - Introduction to Public Speaking Credits: 3 **or**
- CMST 107 - Introduction to Interpersonal Communication Credits: 3 **or**
- THTR 251 - Acting I Credits: 3

A2. Thinking in Mathematical Terms

- achieve proficiency in algebraic skills and learn to apply mathematical techniques to solve problems
- interpret information and data presented in numerical, graphical, or statistical form, and convey this knowledge to others

A2. Mathematics (3–4 hours)

- Proficiency exam administered by Math Department **or**
- MATH 107 - Fundamentals of Mathematics for Nursing Credits: 4
- MATH 108 - Survey of Mathematics Credits: 4
- MATH 111 - College Algebra Credits: 4
- MATH 115 - Pre-Calculus Mathematics Credits: 3
- MATH 118 - Comprehensive Pre-Calculus Credits: 5
- MATH 122 - Analytic Geometry Credits: 4
- MATH 202 - Mathematical Concepts for Preschool through Primary Teachers Credits: 4
- MATH 203 - Mathematics for Elementary Teachers II Credits: 4
- MATH 204 - Basic Elementary Math II
- MATH 215 - Survey of Calculus Credits: 3
- MATH 230 - Calculus I Credits: 4

The Self: Enhancement of Individual Development (8 hours)

B1. Making Informed, Intelligent Ethical Judgments

- understand the importance of ethical obligations to others and the responsibility to contribute to the common good
- articulate important ethical issues and identify alternative positions on those issues
- develop or refine individual ethical viewpoints and be able to defend them

B1. Ethics (3 hours)

- BGS 201 - Ethics of Global Engagement Credits: 3
- ENG 222 - Concepts of Good and Evil in Literature Credits: 3
- HP 356 - Ethics & Hlth Care Plural Soc Credits: 3
- PHIL 200 - Introduction to Philosophy Credits: 3
- PHIL 201 - Introduction to Ethics Credits: 3
- PHIL 312 - Ethics in the Professions Credits: 3
- PHIL 363 - Bioethics Credits: 3

B2. Responding to the Arts

- cultivate an understanding of the fine, performing, or literary arts
- establish a means of interpreting works of art and understand how they express ideas and evoke feelings

B2. The Arts (3 hours)

- ART 201 – Introduction to Visual Arts: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- CMST 203 - Introduction to Performance Studies Credits: 3
- ENG 105 - Introduction to Literature Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 285 - Introduction to Film Credits: 3
- ENG 286 - Classical Mythology Credits: 3
- ENG 302 - Creative Writing Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- FREN 275 - The French Film Credits: 3
- GERM 275 - The German Film Credits: 3
- SPAN 275 - The Hispanic Film Credits: 3
- HONS 220 - Hons Sem Arts:Art at the Edges Credits: 3

- MUS 202 - Introduction to Music Credits: 3
- THTR 101 - Introduction to Theatre Credits: 3

B3. Adopting a Healthy, Well-Regulated Lifestyle

- engage in physical activities that lead to and sustain personal fulfillment and promote a healthier lifestyle

B3. Health/Fitness (2 hours)

Choose One Health course

- KIN 186 - Wellness/Fitness Appraisal Credits: 1
- KIN 281 - Personal Health Science Credits: 3
- BIOL 176 - Nutrition Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- OT 310 - Applied Pathophysiology I Credits: 3

Choose One Fitness course

- Any 100-level KIN activities course (excluding KIN 186)
- PET 287 - Phys Ed & Elem Schl CIs Tchr Credits: 2

The World: Enhancement of Cultural and Natural Awareness (26–27 hours)

C1. Understanding the Uses of History

- become familiar with history as a method and a means of viewing human experience
- learn to relate past events, ideas, and achievements to the contexts of present times

C1. History (3 hours)

- EDUC 173 - History of Schooling in America 1620-Present Credits: 3
- HIST 101 - The United States to 1865 Credits: 3
- HIST 102 - The United States since 1865 Credits: 3
- HIST 111 - World Civilizations I, Beginnings to 1500 Credits: 3
- HIST 112 - World Civilizations II, 1500-Present Credits: 3
- HIST 130 - Issues in American History Credits: 3
- HIST 140 - Issues in World History Credits: 3

C2. Understanding Individual Development and Social Behavior

- acquire an increased insight of your own and others' behavior and motivations
- know how individuals develop, interact, and organize themselves in political, religious, social, and economic spheres
- consider the significance and vitality of social organizations and the role of the individual within social environments

C2. Individual Development/Social Behavior (6 hours)

Choose two courses from:

- ANTH 121 - Introduction to Archaeology Credits: 3
- ECON 175 - Fundamentals of Economics Credits: 3
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- EDUC 221 - Diversity and Equity in Education Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3
- GNDR 111 - Intro to Gender Studies Credits: 3

- POLS 102 - Introduction to American Politics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3
- SOC 121 - Principles of Sociology Credits: 3
- SOC 231 - Social Problems Credits: 3
- SOC 251 - Principles of Social Psychology Credits: 3
- SOC 261 - Marriage and Family Credits: 3

C3. Understanding Science and Scientific Thinking

- experience the methods of science that have given us knowledge of the natural world and the laws and patterns that govern it
- understand the use of hypothesis, observation, and experimentation in distinguishing truth from misconception

C3. Science (8–9 hours) *at least one lab (L) course is required

- ANTH 131 - Introduction to Physical Anthropology Credits: 3
- ASTR 201 - General Astronomy Credits: 4 (L)
- BIOL 105 - Biology of Human Concern Credits: 3 (L)
- BIOL 112 - Ethnobotany with Lab Credits: 4 (L)
- BIOL 114 - Understanding Evolution Credits: 4 (L)
- BIOL 121 - Human Anatomy and Physiology I Credits: 4 (L)
- BIOL 122 - Human Anatomy and Physiology II Credits: 4 (L)
- BIOL 133 - Biological Concepts Credits: 4 (L)
- BIOL 141 - Principles of Biology Credits: 4 (L)
- BIOL 151 - Botany Credits: 3 (L)
- BIOL 152 - Zoology Credits: 3 (L)
- BIOL 176 - Nutrition Credits: 3
- BIOL 208 - Wildlife Biology Credits: 3 (L)
- BIOL 251 - Environmental Conservation Credits: 3
- BIOL 282 - Heredity and Society Credits: 3
- BIOL 285 - Animal Behavior Credits: 3
Students may choose either CHEM 103 or CHEM 107, but not both:
- CHEM 103 - Molecules, Matter, and Me Credits: 3 **or**
- CHEM 107 - Elements in Everyday Chemistry Credits: 4 (L)
- CHEM 141 - Principles of Chemistry Credits: 4 (L)
- CHEM 175 - Survey of Chemical Concepts Credits: 4 (L)
- CHEM 261 - General Chemistry I Credits: 4 (L)
- CHEM 262 - General Chemistry II Credits: 4 (L)
- GEOG 112 - Earth System Science Credits: 3
- GEOG 215 - Climatology Credits: 3
- GEOL 101 - Prehistoric Life Credits: 3
- GEOL 115 - Landscapes and Geology of North America Credits: 3
- GEOL 121 - The Geology of Gemstones Credits: 3
- GEOL 131 - Geology, the Environment, and Society Credits: 3
- GEOL 132 - Volcanoes and Eruptions Credits: 3

- Students may choose either GEOL 151 or GEOL 161, but not both:
- GEOL 151 - Geology of America's National Parks Credits: 4 (L) **or**
- GEOL 161 - Introduction to Geology Credits: 4 (L)

- GEOL 162 - Historical Geology Credits: 4 (L)
- GEOL 234 - The Oceans: Past, Present, and Future Credits: 3
- PHYS 101 - Introduction to the Physical Sciences Credits: 3

- PHYS 175 - General Physics I Credits: 4 (L)
and
- PHYS 175L - General Physics I Laboratory Credits: 0

- PHYS 176 - General Physics II Credits: 4 (L)
and
- PHYS 176L - General Physics I Laboratory Credits: 0

- PHYS 205 - Intermediate Physics I Credits: 5 (L)
and
- PHYS 205L - General Physics I Laboratory Credits: 0

- PHYS 206 - Intermediate Physics II Credits: 5 (L)
and
- PHYS 206L - General Physics I Laboratory Credits: 0

- PHYS 207 - Intermediate Physics I (Excluding Laboratory) Credits: 4
- PHYS 208 - Intermediate Physics II (Excluding Laboratory) Credits: 4

C4. Understanding the Major Thought and Creative Work of Western Culture

- contemplate major ideas presented in great works of philosophy, literature, and fine and performing arts of Western Europe and the Americas
- recognize and respond to the strengths and shortcomings of this tradition and appreciate the diversity that has produced it

C4. Western Culture (6 hours)

Select one Humanities course from each row (one course ending in a 1 and one course ending in a 2):

- HUM 211 - The Western Tradition in the Humanities I Credits: 3 **or**
 - HUM 221 - The Western Tradition in Art History I Credits: 3 **or**
 - HUM 231 - The Western Tradition in Philosophy I Credits: 3 **or**
 - HUM 241 - The Western Tradition in Literature I Credits: 3
- AND
- HUM 212 - The Western Tradition in the Humanities II Credits: 3 **or**
 - HUM 222 - The Western Tradition in Art History II Credits: 3 **or**
 - HUM 232 - The Western Tradition in Philosophy II Credits: 3 **or**
 - HUM 242 - The Western Tradition in Literature II Credits: 3
- OR**

Select one language set:

- FREN 203 - Intermediate French I Credits: 3 **and**
 - FREN 204 - Intermediate French II Credits: 3
- or
- GERM 203 - Intermediate German I Credits: 3 **and**
 - GERM 204 - Intermediate German II Credits: 3
- or
- LATN 203 - Intermediate Latin I Credits: 3 **and**
 - LATN 204 - Intermediate Latin II Credits: 3
- or
- SPAN 203 - Intermediate Spanish I Credits: 3 **and**
 - SPAN 204 - Intermediate Spanish II Credits: 3

C5. Understanding Earth as a Global Community of Interrelated and Interdependent Cultures

- become familiar with various ways in which countries have been and are linked together in the contemporary world
- learn how people belonging to various cultures view and respond to global issues differently
- discern changing patterns in the ways countries interact and their impact on people located around the world

C5. Global Communities (3 hours)

- ANTH 111 - Introduction to World Cultures Credits: 3
- ARTH 253 - Art of Ancient Mexico Credits: 3

- BGS 201 - Ethics of Global Engagement Credits: 3
- BIOL 251 - Environmental Conservation Credits: 3
- CMST 317 - Intercultural Communication Credits: 3
- ECON 241 - Global Economic Issues Credits: 3
- ENG 231 - African American Literature Credits: 3
- ENG 386 - World Mythology Credits: 3
- FREN 102 - Beginning French II Credits: 3
- GEOG 330 - World Geography Credits: 3
- GERM 102 - Beginning German II Credits: 3
- HIST 365 - Crusades Credits: 3
- HP 236 - Eastern Medicine and Alternative/Complimentary Healthcare Credits: 3
- HP 492 - Transcultural Healthcare in the Global Community Credits: 3
- INST 213 - Magic in Arts/Humanities Credits: 3
- JPN 102 - Beginning Japanese II Credits: 3
- LATN 102 - Beginning Latin II Credits: 3
- PHIL 251 - Introduction to the Study of Religions Credits: 3
- POLS 271 - International Politics Credits: 3
- SOCW 392 - Global Social Work Credits: 3
- SPAN 102 - Beginning Spanish II Credits: 3

The Synthesis: Integration and Application of Knowledge (3 hours)

D. Assimilating What You Learn

- draw on your educational experiences to develop interdisciplinary responses to problems and issues of today
- explore factors that influence these problems and issues, suggest alternative solutions, and identify ways in which they might contribute to a resolution

D. Synthesis (3 hours)

- BIOL 481 - Organic Evolution Credits: 3
- BGS 498 - Personal and Professional Development Credits: 3 (for BGS majors only)
- Chemistry Seminar/Research Sequence (CHEM 318, CHEM 418, and CHEM 499) Credits: 3
- CS 483 - Senior Software Development Project Credits: 3
- DTHY 401 - Clinical Management I Credits: 3
- DTHY 457 - Professional and Current Issues in Oral Healthcare Credits: 3
- EDUC 458 - Seminar in Professional Education Credits: 3
- ENGR 491 - Senior Design Credits: 3 or TECH 471 - Senior Project Credits: 3
- GEOL 481 - Advanced Environmental Geology Credits: 4
- HP 498 - Current Concepts in the Health Professions Credits: 3
- LIBA 497 - Capstone Studies Credits: 3
- MATH 492 - History of Mathematics Credits: 3
- MNGT 452 - Policy Formulation and Implementation Credits: 3
- NURS 467 - Professional Nursing and Healthcare Issues Credits: 3
- NUTR 496 - Leadership and Professional Issues in Food and Nutrition Credits: 3
- OT 480 - Occupational Therapy Research Credits: 3
- SPTM 492 - Contemporary Issues in Sport and Exercise Credits: 3
- RADT 491 - Integration of Advanced Imaging Concepts Credits: 3
- SOCW 402 - Social Work Practice I Credits: 3

Notes:

- No more than six hours of coursework from the major discipline (if used in the major) may apply toward the UCC. For example, an English major can apply no more than six hours of ENG coursework to both the major and the UCC.
- The following courses appear in more than one UCC category: BGS 201 (B1 and C5), ENG 330 (B2 and C2), BIOL 176 (B3 and C3), and BIOL 251 (C3 and C5). Students taking them may fulfill all indicated categories at the same time, but credit will apply toward the 50-hour total only once. Additional courses to meet the 50-hour minimum may be selected from any University Core category.

- Although the UCC allows students choices in most of its categories, several degree programs restrict course choices for their majors. Refer to your degree audit (Degree Evaluation via myUSI) or contact your academic advisor to determine if specific UCC courses are required for your program.

College of Business

www.business.usi.edu

Mohammed Khayum, Ph.D., Dean

Brian McGuire, Ph.D., C.P.A., C.M.A., C.B.M., C.I.T.P., Associate Dean

Tim Schibik, Ph.D., Assistant Dean

Ernest Hall, Ph.D., MBA Director

Abbas Foroughi, Ph.D., Chair, Department of Management and Information Sciences

Mark McKnight Ph.D., Chair, Department of Accounting and Finance

Sudesh Mujumdar, Ph.D., Chair, Department of Economics and Marketing

The College of Business offers bachelor degree programs in the following business majors: accounting and professional services, business administration, business education, computer information systems, finance, management, and marketing. The business education teacher certification program is offered in cooperation with the Department of Teacher Education for students who desire to teach secondary school business subjects. Majors in computer science and economics are not business programs but are administered by the College of Business, which confers these baccalaureate degrees. A concentration in Language and International Trade combines a language major in French Studies, German Studies, or Spanish Studies with the Business Core and an internship in an international business or organization is required.

The College of Business also offers an Associate of Science degree in business and minors in accounting, business administration, computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. The business administration minor is restricted to non-business majors. Business and other majors may take minors in computer science or economics. Post-baccalaureate certificates in professional accountancy and computer information systems are offered.

The College of Business undergraduate academic programs are designed to assist students in understanding and developing leadership qualities required by an environment where workforce and market diversity, innovation through technology, ethical behavior, and understanding global issues have become increasingly important. Each program provides the student with the background to participate effectively in business and other organizations which require a high degree of leadership, communication, and decision-making skills. The programs also provide the undergraduate education required for admission to graduate study in professional fields such as business, economics, law, public administration, urban planning, hospital administration, and business teacher education.

The undergraduate business programs offered by the College of Business include four interrelated phases of course work:

- University Core Curriculum requirements designed to provide learning which should be the common experience of all educated men and women and which builds communication and critical thinking skills necessary for success;
- Business Core requirements to provide an understanding of all business disciplines in the context of the society in which businesses operate;
- Business major requirements which provide for a degree of specialization in the student's area of interest; and
- Elective courses chosen from either business or other academic areas to broaden the student's perspective and educational background. Business and economics courses are open to all students in the University who have the required prerequisites. However, students who are not business majors are limited to no more than 31 hours of business courses, excluding economics.

The economics major establishes a core of knowledge in intermediate economic theory and statistics. The student then may specialize by selecting course work in such areas as environmental and resource economics, money and banking, international trade and finance, labor economics, public economics, the economics of sports, or games and strategic behavior.

The computer science program will prepare graduates for computer software development, software engineering, software development management, system development, and computer entrepreneurial positions in businesses and scientific organizations. It also will prepare students for graduate study in computer science. Graduates of the program will develop an understanding of algorithms, data structures, artificial intelligence, computer organization and architecture, numerical computation, operating systems, networking, programming language theory, and software engineering. Since the program is offered by the College of Business, unique opportunities for business management, marketing, accounting, and management information systems electives are offered.

College of Business Advisement and Graduation Requirements

Meeting graduation requirements is each student's responsibility. Each student who is a candidate for a degree must meet the general requirements of the University (see General Requirements for Graduation). In addition, students pursuing a major or minor offered by the College of Business must fulfill the specific program requirements as stated in the following sections.

Upon entry into a business, economics, or computer science major program, each student is assigned to a faculty advisor who approves the student's proposed program of courses each semester. Assigned faculty advisors are changed when a student changes the major program of study. Other advisory changes may be made with consent of the student, the faculty advisor, and the Dean of the College of Business.

The College of Business major and minor program requirements are revised periodically. The revised requirements are published on updated Business Program check sheets available from the College of Business office. Students may choose to meet all of the stated requirements of a later revised program in effect at the date of graduation.

Students who change their major program of study to another major within the college must meet all the requirements of the new major. The Dean of the College of Business must approve petitions for permission for exceptions to any program requirement. After entry into a College of Business major or minor program, courses for transfer of credits may be taken at other institutions or campuses only upon prior approval of the Dean.

Transfer-Credit Policy

Courses in advanced business and economics subjects not open to freshmen and sophomores, which have been taken in other institutions in the freshman and sophomore years, will not be accepted as equivalents of the courses offered at the University unless the student passes the College of Business special examinations in such subjects. Credit from non-collegiate organizations is not acceptable for application to meet business or economics course requirements of the College of Business programs. In some cases, the experience from these programs may provide the basis for applying for a special credit examination.

Business Degree Requirements

All bachelor candidates must successfully complete a minimum total of 120 credit hours. A minimum of 56 hours must be taken in courses offered outside the College of Business; however, ECON 208, ECON 209, and ECON 241 are applied toward meeting this 56-hour minimum requirement. All students majoring in accounting and professional services, business administration, computer information systems, finance, management, marketing, and business education enroll in from 55 to 62 hours of business courses which are divided into three segments:

- 31 credit hours in core requirements taken by all business majors,
- major field requirements totaling 24 to 33 hours, and
- electives, as needed to total 120 hours

Business majors wishing to complete a second major must complete a minimum of 12 additional hours in the second major. A business major wishing to complete a second baccalaureate degree must complete a minimum of 30 semester hours in addition to those required for their first degree and must fulfill all requirements for the second degree. Transfer students must complete at least one-half of business course work required for graduation in residence.

- Business students must achieve a grade point average of at least 2.2 in the first 60 hours of coursework to enroll in upper division business courses.
- Business students must achieve a grade point average of at least 2.0 in all required business coursework to be eligible for graduation.

University Core Curriculum Requirements for Business Majors

All students must complete a minimum of 50 credit hours in the University Core Curriculum. College of Business majors must complete specific courses in speech, mathematics, social behavior, global communities, and synthesis to provide the necessary background in analytical tools and behavioral sciences upon which the advanced study of management is based. The required courses are:

Required University Core Curriculum Courses	Hours
Composition/Speech	
CMST 101 - Introduction to Public Speaking	3

Mathematics

MATH 111 - College Algebra or higher-level UCC math course 3-4

Individual Development and Social Behavior

ECON 208 - Principles of Microeconomics and
ECON 209 - Principles of Macroeconomics 6

Global Communities

ECON 241 - Global Economic Issues 3

Synthesis

MNGT 452 - Policy Formulation and Implementation

CS 483 - Senior Software Development Project (required for CS major) 3

The following courses should be completed during the freshman and sophomore years:

MATH 215 - Survey of Calculus 3

ECON 208 - Principles of Microeconomics 3

ECON 209 - Principles of Macroeconomics 3

ECON 241 - Global Economic Issues 3

PSY 201 - Introduction to Psychology (not required for business education majors) 3

These courses also satisfy University Core Curriculum requirements.

Accounting and Finance**Accounting and Professional Services Major, B.A./B.S.**

61 hours (31 hours of Business Core + 30 hours of accounting and business coursework)

Career opportunities in accounting include public accounting (certified public accounting firm), industry (industrial and commercial enterprise), not-for-profit organizations, government, and after graduate education, college or university faculties.

Accountants in public practice provide audit, tax, or management advisory services. Success in passing the Certified Public Accountant (CPA) examination is necessary for advancement in public accounting. A variety of services are performed by public accountants including:

- auditing (attesting to the fairness of financial statements),
- computer consulting,
- tax return preparation,
- tax and financial planning, and
- carrying out financial investigations in cases of fraud, insolvency, or disputes.

Accountants in industry make up a substantial portion of the profession. They record, analyze, and report information used by managers to make financial and managerial decisions for businesses such as manufacturers, retailers, service companies, and financial institutions. Governmental and not-for-profit accounting, a growth accounting field, includes positions with federal, state, and local governments, hospitals, universities, and charitable organizations. Government agencies employ a large number of accountants, some of whom audit records of private businesses, not-for-profit organizations, or individuals subject to government regulation. Accountants in industry may also be certified as Certified Management Accountants (CMA).

Accounting graduates often continue their formal education by pursuing advanced technical or professional degrees such as a master's degree in accountancy, a master's degree in business administration, or a law degree. A doctorate in accounting usually leads to a university faculty career.

CPA candidates must earn a minimum of 150 credit hours of college/university course work to sit for the CPA exam in Indiana. Graduates with an undergraduate degree in a non-accounting field may satisfy the CPA exam requirement through the Post-Baccalaureate Certificate in Professional Accountancy (PBCPA) program at USI.

Those who wish to engage in public accounting practice in Indiana as certified public accountants should familiarize themselves with the rules and regulations issued by the Indiana Board of Accountancy (www.in.gov/pla/accountancy.htm). Students planning to practice outside of Indiana should consult the CPA board of the appropriate state.

College of Business Degree Requirements

Students seeking a bachelor's degree with a major from the College of Business must satisfy all business degree requirements and University Core Curriculum requirements listed in the College of Business section of the bulletin.

Business Core for All Business Majors (31 hours)

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

- CIS 151 - Computer Applications in Business Credits: 3 (1) **or**
- CIS 261 - Advanced Microcomputer Applications Credits: 3 (2)
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1
- MNGT 452 - Policy Formulation and Implementation Credits: 3 (satisfies UCC Synthesis)

Note(s):

(1) Required of marketing majors

(2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Major Requirements (21-33 hours)

Specific upper-division course requirements for the various business majors are listed under each program. These upper-level major course requirements should be completed during the junior and senior years.

Accounting and Professional Services Major

Required Courses (18 hours)

- ACCT 303 - Intermediate Accounting I Credits: 3
- ACCT 304 - Intermediate Accounting II Credits: 3
- ACCT 311 - Introduction to Federal Income Taxation Credits: 3
- ACCT 315 - Cost Accounting Credits: 3
- ACCT 413 - Accounting Information Systems Credits: 3
- ACCT 415 - Auditing Theory and Practice Credits: 3

Directed Electives (Choose one 12 hour track)

Financial Accounting Track

- ACCT 401 - Advanced Accounting Credits: 3
- ACCT 411 - Advanced Federal Taxation Credits: 3
- ACCT 422 - Financial Report and Analysis Credits: 3
- BLAW 363 - Law for the Entrepreneur Credits: 3

Financial Management Track

- ACCT 401 - Advanced Accounting Credits: 3
- FIN 361 - Financial Institutions Credits: 3 **or**
- ECON 361 - Money and Banking Credits: 3
- FIN 433 - Principles of Investments Credits: 3
- FIN 461 - Financial Management Credits: 3

Information Systems Track

- CIS 367 - Data Communications Credits: 3
- CIS 375 - Systems Analysis and Design Credits: 3
- CIS 377 - Introduction to Database Concepts Credits: 3
- CIS 454 - Managing Information Technology Credits: 3

Managerial Accounting Track

- FIN 461 - Financial Management Credits: 3
- DSCI 445 - Operations Management Credits: 3
- ACCT 401 - Advanced Accounting Credits: 3
- ACCT 416 - Advanced Cost Accounting Credits: 3

Investment Accounting Track

- FIN 433 - Principles of Investments Credits: 3
- ACCT 451 - Accounting for Investments I: Equity and Alternative Assets Credits: 3
- ACCT 452 - Accounting for Investments II: Debt and Interest Rate Instruments Credits: 3
- ACCT 461 - Investment Accounting Operations, Regulations, and Compliance Credits: 3

Finance Major, B.A./B.S.

55 hours (31 hours of Business Core + 24 hours of finance and business coursework)

Finance is the study of wealth creation and money management. Topics include fund raising, resource allocation, liquidity concerns, and risk assessment. Finance majors are furnished with a curriculum that provides a solid understanding of financial markets and institutions. They also are schooled in quantitative techniques and decision-making skills. Graduates with a major in finance will be equipped to solve a wide range of financial problems and possess the ability to understand and evaluate financial matters.

The finance major is designed to prepare graduates for careers in a variety of financial fields including banking, consumer finance, insurance, investments, and real estate.

College of Business Degree Requirements

Students seeking a bachelor's degree with a major from the College of Business must satisfy all business degree requirements and University Core Curriculum requirements listed in the College of Business section of the bulletin.

Business Core for All Business Majors (31 hours)

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

- CIS 151 - Computer Applications in Business Credits: 3 (1) **or**

- CIS 261 - Advanced Microcomputer Applications Credits: 3 (2)
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1
- MNGT 452 - Policy Formulation and Implementation Credits: 3 (satisfies UCC Synthesis)

Note(s):

(1) Required of marketing majors

(2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Major Requirements (21-33 hours)

Specific upper-division course requirements for the various business majors are listed under each program. These upper-level major course requirements should be completed during the junior and senior years.

Finance Major

Required Courses (12 hours)

- FIN 343 - International Finance Credits: 3 **or**
- ECON 343 - International Finance Credits: 3
- FIN 361 - Financial Institutions Credits: 3 **or**
- ECON 361 - Money and Banking Credits: 3
- FIN 433 - Principles of Investments Credits: 3
- FIN 461 - Financial Management Credits: 3

Directed Electives (12 hours)

Six (6) hours of must be FIN courses, to be selected in consultation with an advisor:

- FIN 335 - Entrepreneurial Finance Credits: 3
- FIN 341 - Risk and Insurance Credits: 3
- FIN 345 - Real Estate Principles Credits: 3
- FIN 481 - Seminar in Finance Credits: 3
- MKTG 313 - Services Marketing Credits: 3
- MKTG 344 - Personal Selling Credits: 3
- ACCT 303 - Intermediate Accounting I Credits: 3
- ACCT 311 - Introduction to Federal Income Taxation Credits: 3
- ECON 308 - Intermediate Microeconomic Theory Credits: 3
- ECON 309 - Intermediate Macroeconomic Theory Credits: 3
- ECON 331 - Public Economics Credits: 3
- ECON 365 - Intermediate Statistics for Business Decisions Credits: 3
- CIS 305 - Management Information Systems Credits: 3
- DSCI 351 - Introduction to Operations Research Credits: 3

Accounting Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Accounting Minor Required Courses (22 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- ACCT 303 - Intermediate Accounting I Credits: 3
- ACCT 311 - Introduction to Federal Income Taxation Credits: 3
- ACCT 315 - Cost Accounting Credits: 3
- ACCT 415 - Auditing Theory and Practice Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3

Finance Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Finance Minor Required Courses (18 hours)

- FIN 305 - Business Finance Credits: 3
- FIN 361 - Financial Institutions Credits: 3
- FIN 433 - Principles of Investments Credits: 3

Directed Electives

Select three courses (9 hours) from the list of electives; at least three hours must be a Finance course.

- FIN 335 - Entrepreneurial Finance Credits: 3
- FIN 341 - Risk and Insurance Credits: 3
- FIN 343 - International Finance Credits: 3
- FIN 345 - Real Estate Principles Credits: 3
- FIN 461 - Financial Management Credits: 3
- FIN 481 - Seminar in Finance Credits: 3
- ECON 308 - Intermediate Microeconomic Theory Credits: 3
- ECON 309 - Intermediate Macroeconomic Theory Credits: 3
- ECON 331 - Public Economics Credits: 3
- ECON 365 - Intermediate Statistics for Business Decisions Credits: 3
- ECON 472 - Econometrics Credits: 3
- MKTG 313 - Services Marketing Credits: 3
- DSCI 351 - Introduction to Operations Research Credits: 3
- ACCT 303 - Intermediate Accounting I Credits: 3
- ACCT 311 - Introduction to Federal Income Taxation Credits: 3

Professional Accountancy, Post-Baccalaureate Certificate

(48 hours)

This program is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and who are seeking functional competency in the accounting field. The program is specifically related to the professional accounting area and should not, therefore, be considered as equivalent to the comprehensive business degree programs offered by USI. In combination with a previously earned baccalaureate degree, this program meets the academic eligibility criteria for admission to take the Indiana Certified Public Accounting examination.

The University of Southern Indiana has attained a reputation for excellence in accounting; its accounting graduates have achieved a competitive rate of success in passing the CPA examination. Local and national accounting firms, private industry, and governmental agencies recruit USI accounting graduates. The Certificate in Professional Accountancy program is a logical extension of that area of strength for individuals seeking a career transition into the field of accounting.

Admission Requirements - Candidates must apply to the University and gain regular admission as a special student and be accepted as a candidate for the Certificate Program by the College of Business Accounting Department.

Program Requirements - Certification candidates must fulfill the following specific requirements:

- Forty-eight credit hours in business courses with a minimum of 24 credit hours in accounting courses plus 24 credit hours in business courses other than accounting courses (previously earned courses may be applied; however, at least 24 credit hours must be completed in residence at USI).
- Certificate students must maintain a minimum 3.0 GPA in USI coursework needed for the certificate; a course grade below C is not applicable toward meeting certification requirements.
- Under direction of an assigned program advisor, candidates will complete an individually approved curriculum based on the following outline:

Required Courses (48 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- ACCT 303 - Intermediate Accounting I Credits: 3
- ACCT 304 - Intermediate Accounting II Credits: 3
- ACCT 311 - Introduction to Federal Income Taxation Credits: 3
- ACCT 315 - Cost Accounting Credits: 3
- ACCT 401 - Advanced Accounting Credits: 3
- ACCT 415 - Auditing Theory and Practice Credits: 3

Business Electives (24 hours)

In consultation with an advisor, select 24 credit hours of business electives, excluding accounting courses. No more than 6 hours of computer information system (CIS) or computer science (CS) courses can be used. No more than 6 hours of business law (BLAW) can be used.

Additional Information

- Upon completion of the preceding program requirements, the candidate should apply for the certificate at the College of Business office.
- Individuals who meet requirements of the State Board of Public Accountancy of Indiana are eligible to sit for the Uniform CPA Examination of Indiana. Those who wish to engage in public accounting should familiarize themselves with the rules and regulations issued by the Indiana Board of Accountancy (www.in.gov/pla/accountancy.htm). Students planning to practice outside of Indiana should consult the CPA board of the appropriate state.

Economics and Marketing

Economics Major, B.A./B.S.

The study of economics prepares students to use the tools of analytical reasoning in the discussion of the basic problems of modern societies. Issues such as business cycles, affluence, poverty, inflation, unemployment, efficiency, equity, and growth, are presented and discussed within the framework of existing institutions of the advanced and underdeveloped worlds. Major and minor programs in economics are designed to prepare students for careers in law, private business, and government and to

provide a solid foundation for graduate work in business and the social sciences. The curriculum offers a balanced blending of analytical reasoning, critical discussion of current problems, and quantitative methods.

Students interested in economics may elect a major program leading to the Bachelor of Arts or Bachelor of Science degree or options combining teaching certification and a Bachelor of Science degree. The minor in economics is an excellent complement to a major in business, humanities, and the physical and social sciences. Students majoring in business need only three additional economics courses to get a minor in economics.

Economics majors must complete MATH 215 - Survey of Calculus, or a higher-level mathematics course as a part of their University Core Curriculum requirements. However, they do not have to meet the Business Core requirements. MATH 111 must be successfully completed before enrolling in ECON 208 or ECON 209.

Economics and computer science majors are offered in the College of Business but are not business majors. Students enrolled in these programs do not take the Business Core.

Major (39-40 hours)

Required Courses (24-25 hours)

- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- ECON 308 - Intermediate Microeconomic Theory Credits: 3
- ECON 309 - Intermediate Macroeconomic Theory Credits: 3
- ECON 433 - Games and Strategic Behavior Credits: 3
- ECON 499 - Senior Seminar in Economics Credits: 3
- MATH 215 - Survey of Calculus Credits: 3 **or**
- MATH 230 - Calculus I Credits: 4

Electives (15 hours)

Select 15 hours of upper-level economics coursework (excluding ECON 301), as directed by advisor.

Marketing Major, B.A./B.S.

55 hours (31 hours of Business Core + 24 hours of marketing and business coursework)

The marketing major is designed to provide students with sufficient knowledge and skills to work in a variety of areas. Employment opportunities for marketing majors include, but are not limited to, product and brand management, market development, sales, retailing, customer service, and market research.

College of Business Degree Requirements

Students seeking a bachelor's degree with a major from the College of Business must satisfy all business degree requirements and University Core Curriculum requirements listed in the College of Business section of the bulletin.

Business Core for All Business Majors (31 hours)

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

- CIS 151 - Computer Applications in Business Credits: 3 (1) **or**
- CIS 261 - Advanced Microcomputer Applications Credits: 3 (2)
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- FIN 305 - Business Finance Credits: 3

- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1
- MNGT 452 - Policy Formulation and Implementation Credits: 3 (satisfies UCC Synthesis)

Note(s):

(1) Required of marketing majors

(2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Major Requirements (21-33 hours)

Specific upper-division course requirements for the various business majors are listed under each program. These upper-level major course requirements should be completed during the junior and senior years.

Marketing Major

Required Courses (12 hours)

- MKTG 332 - Consumer Behavior Credits: 3
- MKTG 438 - Marketing Research Credits: 3
- MKTG 448 - Marketing Management Credits: 3
- MKTG 471 - International Marketing Credits: 3

Directed Electives (12 hours)

- MKTG 313 - Services Marketing Credits: 3
- MKTG 334 - Promotional Strategy Credits: 3
- MKTG 342 - Business and Industrial Marketing Credits: 3
- MKTG 344 - Personal Selling Credits: 3
- MKTG 355 - Interactive Marketing Credits: 3
- MKTG 443 - Tourism and Leisure Marketing Credits: 3
- MKTG 444 - Sales Management Credits: 3
- MKTG 447 - Retailing Policy and Management Credits: 3
- MKTG 475 - Seminar in Contemporary Marketing Problems Credits: 3

Economics Minor

The minor in economics is designed to help students develop a basic understanding of economic skills and knowledge. The minor in economics is intended to complement major in business and the liberal arts but is open to majors in any area.

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Economics Minor Required Courses (21 hours)

- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- ECON 308 - Intermediate Microeconomic Theory Credits: 3

- ECON 361 - Money and Banking Credits: 3

Directed Electives

Select **6** hours from upper-level course offerings in economics (excluding ECON 301).

Marketing Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Marketing Minor Required Courses (18 hours)

- ECON 175 - Fundamentals of Economics Credits: 3 or
- ECON 208 - Principles of Microeconomics Credits: 3 or
- ECON 209 - Principles of Macroeconomics Credits: 3
- MKTG 201 - Introduction to Marketing Credits: 3 or
- MKTG 305 - Principles of Marketing Credits: 3
- MNGT 201 - Survey of Management Credits: 3 or
- MNGT 305 - Principles of Management Credits: 3

Directed Electives

Select three courses (9 hours) from the list of marketing courses:

- MKTG 313 - Services Marketing Credits: 3
- MKTG 332 - Consumer Behavior Credits: 3
- MKTG 334 - Promotional Strategy Credits: 3
- MKTG 342 - Business and Industrial Marketing Credits: 3
- MKTG 344 - Personal Selling Credits: 3
- MKTG 444 - Sales Management Credits: 3
- MKTG 447 - Retailing Policy and Management Credits: 3
- MKTG 461 - Seminar in Integrated Marketing Communications Credits: 3
- MKTG 471 - International Marketing Credits: 3

Management and Information Sciences

Computer Information Systems Major, B.A./B.S.

64 hours (31 hours of Business Core + 33 hours of computer and business coursework)

The computer information systems (CIS) major is designed to prepare individuals to develop and support information systems using computers in a business or organizational environment. The Association for Information Technology Professionals (AITP) model curriculum is used as the primary curriculum guide for this program.

The primary objective of the computer information systems major is to provide graduates with knowledge, abilities, and attitudes to function effectively as applications programmer/ analysts, and with the educational background and desire to pursue lifelong professional development.

College of Business Degree Requirements

Students seeking a bachelor's degree with a major from the College of Business must satisfy all business degree requirements and University Core Curriculum requirements listed in the College of Business section of the bulletin.

Business Core for All Business Majors (31 hours)

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

- CIS 151 - Computer Applications in Business Credits: 3 (1) **or**
- CIS 261 - Advanced Microcomputer Applications Credits: 3 (2)
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1
- MNGT 452 - Policy Formulation and Implementation Credits: 3 (satisfies UCC Synthesis)

Note(s):

(1) Required of marketing majors

(2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Major Requirements (21-33 hours)

Specific upper-division course requirements for the various business majors are listed under each program. These upper-level major course requirements should be completed during the junior and senior years.

Computer Information Systems Major

Required Courses (21 hours)

- CIS 111 - Introduction to Computer Information Systems Credits: 3
- CIS 305 - Management Information Systems Credits: 3
- CIS 367 - Data Communications Credits: 3
- CIS 375 - Systems Analysis and Design Credits: 3
- CIS 377 - Introduction to Database Concepts Credits: 3
- CIS 454 - Managing Information Technology Credits: 3
- CIS 477 - Applied Software Development Project Credits: 3

Directed Electives (Choose one 12 hour track)

Enterprise Web Development Track

- CIS 276 - Introduction to Enterprise Web Development Credits: 3
- CIS 376 - Programming for Enterprise Web Development Credits: 3
- CIS 476 - Advanced Enterprise Web Development Credits: 3
- CIS 335 - Seminar in Information Systems Credits: 3 **or**
- CIS 345 - Information Systems Security and Risk Management Credits: 3 **or**
- CIS 385 - Enterprise Resource Planning Credits: 3

Application Development Track

- CS 258 - Introduction to Object-Oriented Programming Using C# Credits: 3
- CS 358 - Advanced Object-Oriented Programming Using C# Credits: 3
- CS 458 - Advanced Programming in C# Credits: 3
- CIS 335 - Seminar in Information Systems Credits: 3 or
- CIS 345 - Information Systems Security and Risk Management Credits: 3 or
- CIS 385 - Enterprise Resource Planning Credits: 3

IS Management Track

- CIS 335 - Seminar in Information Systems Credits: 3
- CIS 345 - Information Systems Security and Risk Management Credits: 3
- CIS 385 - Enterprise Resource Planning Credits: 3
- CS 258 - Introduction to Object-Oriented Programming Using C# Credits: 3 or
- CS 358 - Advanced Object-Oriented Programming Using C# Credits: 3 or
- CS 458 - Advanced Programming in C# Credits: 3

Computer Science Major, B.S.

The computer science program will prepare graduates for computer software development, software engineering, software development management, system development, and computer entrepreneurial positions in businesses and scientific organizations. It also will prepare students for graduate study in computer science. Graduates of the program will develop an understanding of algorithms, data structures, artificial intelligence, computer organization and architecture, numerical computation, operating systems, networking, programming language theory, and software engineering. Since the program is offered by the College of Business, opportunities for business management, marketing, accounting, and management information systems electives are offered.

Economics and computer science majors are offered in the College of Business but are not business majors. Students enrolled in these programs do not take the Business Core.

Computer Science Major (67-68 hours)

Required Courses (58-59 hours)

- MATH 215 - Survey of Calculus Credits: 3 or
- MATH 230 - Calculus I Credits: 4
- BCOM 231 - Business Communication Credits: 3 or
- ENG 210 - Technical Writing Credits: 3
- CS 215 - Discrete Structures for Computer Science Credits: 3
- CS 258 - Introduction to Object-Oriented Programming Using C# Credits: 3
- CS 311 - Algorithm Design and Analysis Credits: 3
- CS 321 - Architecture of Digital Computers Credits: 3
- CS 358 - Advanced Object-Oriented Programming Using C# Credits: 3
- CS 365 - Operating Systems Credits: 3
- CS 379 - Programming Languages Credits: 3
- CS 411 - Network Management and Security Credits: 3
- CS 461 - Artificial Intelligence Credits: 3
- CS 478 - Software Development Credits: 3
- CS 483 - Senior Software Development Project Credits: 3 (satisfies UCC Synthesis)
- CIS 305 - Management Information Systems Credits: 3
- CIS 367 - Data Communications Credits: 3
- CIS 375 - Systems Analysis and Design Credits: 3
- CIS 377 - Introduction to Database Concepts Credits: 3
- ENGR 241 - Digital Logic Credits: 3
- ENGR 347 - Microcomputer Engineering Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1

Legacy Language (3 hours)

- CS 201 - Introduction to Object-Oriented Programming Using Java Credits: 3

- CS 276 - COBOL Programming I Credits: 3
- CS 301 - Advanced Object-Oriented Programming Using Java Credits: 3
- CS 376 - COBOL Programming II Credits: 3
- CS 421 - Study of Legacy Systems Credits: 3

Directed Electives (6 hours)

- CIS 276 - Introduction to Enterprise Web Development Credits: 3
- CIS 376 - Programming for Enterprise Web Development Credits: 3
- CIS 476 - Advanced Enterprise Web Development Credits: 3
- CIS 335 - Seminar in Information Systems Credits: 3
- CIS 345 - Information Systems Security and Risk Management Credits: 3
- CIS 385 - Enterprise Resource Planning Credits: 3
- CS 201 - Introduction to Object-Oriented Programming Using Java Credits: 3
- CS 301 - Advanced Object-Oriented Programming Using Java Credits: 3
- CS 499 - Projects in Computer Science Credits: 3
- ENGR 447 - Embedded Systems Design Credits: 3

Management Major, B.A./B.S.

55 hours (31 hours of Business Core + 24 hours of management and business coursework)

The management major is designed to prepare students for careers as managers in for-profit or not-for-profit organizations, private sector, or public sector. Managers set the goals of their organizations and decide how best to achieve them. They direct activities and allocate financial, physical, and information resources. They lead members of the organization to work together, and they monitor progress toward achieving the organization's goals. The management major provides broad coverage of the technical, interpersonal, conceptual, and analytical skills necessary to specialize in a particular concentration such as human resource management or change/innovation management.

College of Business Degree Requirements

Students seeking a bachelor's degree with a major from the College of Business must satisfy all business degree requirements and University Core Curriculum requirements listed in the College of Business section of the bulletin.

Business Core for All Business Majors (31 hours)

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

- CIS 151 - Computer Applications in Business Credits: 3 (1) **or**
- CIS 261 - Advanced Microcomputer Applications Credits: 3 (2)
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1
- MNGT 452 - Policy Formulation and Implementation Credits: 3 (satisfies UCC Synthesis)

Note(s):

(1) Required of marketing majors

(2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Major Requirements (21-33 hours)

Specific upper-division course requirements for the various business majors are listed under each program. These upper-level major course requirements should be completed during the junior and senior years.

Management Major

Required Courses (15 hours)

- CIS 305 - Management Information Systems Credits: 3
- DSCI 351 - Introduction to Operations Research Credits: 3
- MNGT 315 - Management of Organizational Behavior Credits: 3
- MNGT 361 - Business Environmental Factors Credits: 3
- MNGT 443 - Organizational Theory and Design Credits: 3

Area of Interest (Choose one 9 hour area)

Human Resource Management

- MNGT 341 - Human Resource Management Credits: 3
- MNGT 408 - Collective Bargaining and Industrial Relations Credits: 3
- MNGT 441 - Wage and Salary Administration Credits: 3
- MNGT 442 - Training and Development Credits: 3

Innovation Management

- MNGT 352 - Entrepreneurship Ideation and Innovation Credits: 3
- MNGT 353 - Entrepreneurship Feasibility Analysis and Business Plan Development Credits: 3
- MNGT 354 - Strategic Entrepreneurship Credits: 3

General Management

Select 9 hours from any upper-level management courses, CIS 454, or DSCI 445 .

Computer Information Systems Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Computer Information Systems Minor Required Courses (18 hours)

- CIS 111 - Introduction to Computer Information Systems Credits: 3
- CIS 261 - Advanced Microcomputer Applications Credits: 3
- CS 258 - Introduction to Object-Oriented Programming Using C# Credits: 3
- CIS 305 - Management Information Systems Credits: 3
- CIS 375 - Systems Analysis and Design Credits: 3
- CIS 377 - Introduction to Database Concepts Credits: 3

Computer Science Minor

The minor in computer science is designed to complement majors in science, mathematics, and technology areas but is open to majors in any area. Courses in computer science do not satisfy University Core Curriculum requirements.

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Computer Science Minor Required Courses (18 hours)

- CS 215 - Discrete Structures for Computer Science Credits: 3
- CS 258 - Introduction to Object-Oriented Programming Using C# Credits: 3
- CS 358 - Advanced Object-Oriented Programming Using C# Credits: 3
- CS 379 - Programming Languages Credits: 3

Directed Electives

Select 6 hours from among upper-level computer science (CS) courses, ENGR 241, ENGR 347, or MATH 437.

Entrepreneurship Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Entrepreneurship Minor Required Courses (18 hours)

- MNGT 352 - Entrepreneurship Ideation and Innovation Credits: 3
- MNGT 353 - Entrepreneurship Feasibility Analysis and Business Plan Development Credits: 3
- MNGT 354 - Strategic Entrepreneurship Credits: 3
- Three directed electives, to be selected in consultation with the student's major advisor and minor advisor Credits: 9

Human Resource Management Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Human Resource Management Minor Required Courses (18 hours)

- MNGT 201 - Survey of Management Credits: 3 or
- MNGT 305 - Principles of Management Credits: 3
- PSY 376 - Industrial Psychology Credits: 3 or

- MNGT 315 - Management of Organizational Behavior Credits: 3
- MNGT 341 - Human Resource Management Credits: 3
- MNGT 408 - Collective Bargaining and Industrial Relations Credits: 3
- MNGT 441 - Wage and Salary Administration Credits: 3
- MNGT 442 - Training and Development Credits: 3

Management Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Management Minor Required Courses (18 hours)

Select one course:

- ECON 175 - Fundamentals of Economics Credits: 3
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3

Select one course:

- MNGT 201 - Survey of Management Credits: 3
- MNGT 305 - Principles of Management Credits: 3

Select one course:

- MKTG 201 - Introduction to Marketing Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3

Directed Electives

Select 9 hours from the following:

- MNGT 315 - Management of Organizational Behavior Credits: 3
- MNGT 341 - Human Resource Management Credits: 3
- MNGT 354 - Strategic Entrepreneurship Credits: 3
- MNGT 361 - Business Environmental Factors Credits: 3
- MNGT 408 - Collective Bargaining and Industrial Relations Credits: 3
- MNGT 441 - Wage and Salary Administration Credits: 3
- MNGT 443 - Organizational Theory and Design Credits: 3
- MNGT 444 - Managing Diversity in Organizations Credits: 3
- MNGT 445 - International Business Credits: 3
- MNGT 455 - Small Business Consulting Credits: 3

Web Development for Enterprise Minor

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Web Development For Enterprise Minor Required Courses (21 hours)

- ARTD 231 - Introduction to Graphic Design Credits: 3

- ARTD 381 - Interactive Web Design Credits: 3
- CIS 276 - Introduction to Enterprise Web Development Credits: 3
- CIS 477 - Applied Software Development Project Credits: 3
- CIS 376 - Programming for Enterprise Web Development Credits: 3 **or**
- JRN 374 - Internet Communications Credits: 3

Directed Electives

Choose one set (6 hours):

- PRL 101 - Introduction to Public Relations Credits: 3 **and**
- PRL 368 - Strategic Writing Credits: 3
- or**
- JRN 281 - Basic Reporting Credits: 3 **and**
- JRN 388 - Online Journalism Credits: 3

Computer Information Systems, Post-Baccalaureate Certificate

33 hours

The post-baccalaureate certification program in computer information systems will enable persons with a degree in another academic discipline to achieve a working competency in computer information systems. The program is appropriate for students who wish to gain a conceptual knowledge of information systems and the skills needed to become a programmer, systems analyst, or information manager. Successful achievement of the course work in the program will prepare students to sit for the Certified Computer Professional Examination sponsored by the Institute for the Certification of Computer Professionals. Certificate students must maintain a minimum 3.0 GPA in USI coursework needed for the certificate.

Required Courses (21 hours)

- CIS 261 - Advanced Microcomputer Applications Credits: 3
- CIS 305 - Management Information Systems Credits: 3
- CIS 367 - Data Communications Credits: 3
- CIS 375 - Systems Analysis and Design Credits: 3
- CIS 377 - Introduction to Database Concepts Credits: 3
- CIS 454 - Managing Information Technology Credits: 3
- CIS 477 - Applied Software Development Project Credits: 3

Required Track (12 hours)

Complete one of the following three tracks:

Enterprise Web Development Track

- CIS 276 - Introduction to Enterprise Web Development Credits: 3
- CIS 376 - Programming for Enterprise Web Development Credits: 3
- CIS 476 - Advanced Enterprise Web Development Credits: 3
- CIS 335 - Seminar in Information Systems Credits: 3 **or**
- CIS 345 - Information Systems Security and Risk Management Credits: 3 **or**
- CIS 385 - Enterprise Resource Planning Credits: 3

Application Development Track

- CS 258 - Introduction to Object-Oriented Programming Using C# Credits: 3
- CS 358 - Advanced Object-Oriented Programming Using C# Credits: 3
- CS 458 - Advanced Programming in C# Credits: 3
- CIS 335 - Seminar in Information Systems Credits: 3 **or**
- CIS 345 - Information Systems Security and Risk Management Credits: 3 **or**
- CIS 385 - Enterprise Resource Planning Credits: 3

IS Management Track

- CIS 335 - Seminar in Information Systems Credits: 3
- CIS 345 - Information Systems Security and Risk Management Credits: 3
- CIS 385 - Enterprise Resource Planning Credits: 3
- CS 258 - Introduction to Object-Oriented Programming Using C# Credits: 3 or
- CS 358 - Advanced Object-Oriented Programming Using C# Credits: 3 or
- CS 458 - Advanced Programming in C# Credits: 3

Business - Dean's Office

Business Major, A.A./A.S.

Associate Degree in Business

The College of Business offers one associate degree program, providing an opportunity for students to prepare themselves for productive employment in business occupations while requiring less preparation and time than a traditional bachelor's degree program. The Associate of Science or Associate of Arts degree in business may be completed in approximately one half the time required for achievement of a bachelor's degree.

Classes are available during both day and evening hours. Some of the credits earned in an associate degree program may be applied toward meeting bachelor's degree requirements in other programs offered by the College of Business.

An associate degree requires a minimum of 60 credit hours.

The Associate of Science or Associate of Arts degree program in business is an opportunity to gain an understanding of the functions of business as well as introductory courses in specific occupational areas in the following disciplines: accounting, administrative systems, business administration, data processing, finance, management, marketing, and administrative support systems. Course requirements are flexible enough to allow the design of a program of study tailored to fit the needs or job interests of each individual.

Required University Core Curriculum Courses (28 hours)

- CMST 101 - Introduction to Public Speaking Credits: 3
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- MATH 111 - College Algebra Credits: 4 (or higher-level UCC A2-MATH course)
- Choose one UCC C3-Science course Credits: 3-4
- PSY 201 - Introduction to Psychology Credits: 3
- Choose two UCC courses from among B1-Ethics, B2-The Arts, and C4-Western Culture Credits: 6
- Choose one History, Anthropology, Political Science, or Sociology course from among the approved UCC course in C2-Individual Development/Social Behavior Credits: 3

Required Business and Economics Courses (21 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3 or
- ENG 210 - Technical Writing Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3

Directed Electives (9 hours)

Choose three courses from the following:

- CIS 261 - Advanced Microcomputer Applications Credits: 3
- CIS 111 - Introduction to Computer Information Systems Credits: 3

- ECON 241 - Global Economic Issues Credits: 3
- FIN 208 - Personal Financial Management Credits: 3
- MNGT 141 - Introduction to Business Credits: 3 *
- ECON 265 - Elementary Statistics Credits: 3 or
- MATH 241 - Principles of Statistics Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 or
- FIN 305 - Business Finance Credits: 3 **
- MNGT 201 - Survey of Management Credits: 3 or
- MNGT 305 - Principles of Management Credits: 3 **
- MKTG 201 - Introduction to Marketing Credits: 3 or
- MKTG 305 - Principles of Marketing Credits: 3 **

Note(s):

*MNGT 141 is not open to students who have completed or are currently enrolled in three or more courses from the business and economics areas.

** Students must meet the prerequisites for these courses.

Business Administration Major, B.A./B.S.

52-55 hours (31 hours of Business Core + 21-24 hours of business coursework)

The business administration major is designed to prepare students for careers in business management. The major provides broad coverage of the technical, interpersonal, conceptual, and analytical skills necessary to specialize in a particular area of interest such as entrepreneurship\small business, international business, or general business.

The USI undergraduate program is designed to prepare students for first-line supervisory positions in profit or not-for-profit organizations, private sector, or public sector. Graduates typically will take positions in financial management, marketing management, operations management, or general management. The business world is constantly changing; the business program prepares students with the knowledge and skills necessary to succeed in the face of this challenge.

College of Business Degree Requirements

Students seeking a bachelor's degree with a major from the College of Business must satisfy all business degree requirements and University Core Curriculum requirements listed in the College of Business section of the bulletin.

Business Core for All Business Majors (31 hours)

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

- CIS 151 - Computer Applications in Business Credits: 3 (1) or
- CIS 261 - Advanced Microcomputer Applications Credits: 3 (2)
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1
- MNGT 452 - Policy Formulation and Implementation Credits: 3 (satisfies UCC Synthesis)

Note(s):

(1) Required of marketing majors

(2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Major Requirements (21-33 hours)

Specific upper-division course requirements for the various business majors are listed under each program. These upper-level major course requirements should be completed during the junior and senior years.

Business Administration Major Required Courses (9 hours)

- CIS 305 - Management Information Systems Credits: 3
- DSCI 351 - Introduction to Operations Research Credits: 3
- DSCI 445 - Operations Management Credits: 3

Business Administration Area of Interest (15 hours)

Complete one of the following areas of interest:

Entrepreneurship/Small Business (15 hours)

- FIN 335 - Entrepreneurial Finance Credits: 3
- BLAW 363 - Law for the Entrepreneur Credits: 3
- MNGT 354 - Strategic Entrepreneurship Credits: 3
- MNGT 455 - Small Business Consulting Credits: 3
- Advisor approved upper-level business elective Credits: 3

International Business (15 hours)

- ECON 341 - International Trade Credits: 3
- FIN 343 - International Finance Credits: 3
- MNGT 445 - International Business Credits: 3
- MKTG 471 - International Marketing Credits: 3
- Advisor approved upper-level business elective Credits: 3

General Business (15 hours)

Complete fifteen (15) hours of upper-level electives, chosen from the following list of disciplines. Select six (6) hours from each of two disciplines, and three (3) hours from a third discipline:

Accounting (ACCT)	Finance (FIN)
Computer Information Systems (CIS)	Management (MNGT)
Decision Sciences (DSCI)	Marketing (MKTG)
Economics (ECON)	

Business Education Teaching Major, B.A./B.S.

Students desiring to prepare for a career in teaching business subjects in grades 5–12 may complete a business education major program offered by the College of Business in cooperation with the Pott College of Science, Engineering and Education. The business education major is accredited by the Indiana Professional Standards Board and the National Council for the Accreditation of Teacher Education, www.ncate.org. As a business teacher educator, graduates will be able to teach the following subjects:

- Accounting I and II
- Advanced Business, College Credit
- Business and Management Higher Level, International Baccalaureate

- Business and Management Standard Level, International Baccalaureate
- Business and Personal Law
- Business, College Prep
- Business Foundations
- Business Management
- Business Mathematics
- Computer Applications
- Computer Applications Advanced
- Computer Programming
- Computer Science A. Advanced Placement
- Computer Science Higher Level, International Baccalaureate
- Computer Science Standard Level, International Baccalaureate
- Desktop Publishing
- Digital Communications Tools
- Entrepreneurship
- Global Economics
- International Business
- Keyboarding Document
- Marketing I
- Personal Financial Responsibility
- Technical/Business Communications
- Web Design

In addition to completion of the course requirements for the business teacher concentration, all students must

- comply with the procedures and regulations of the Pott College of Science, Engineering and Education related to admission;
- take and pass all three sections of the PRAXIS I as either a freshman or first-semester sophomore;
- complete 55 credit hours by the end of their sophomore year or the first semester of their junior year;
- have a grade point average (GPA) of 2.75 overall and a GPA of 2.75 within the College of Business;
- Pass the PRAXIS II – Business Education (10100) test during the senior year; and
- participate in student teaching. (See the Department of Teacher Education section of the bulletin for further information.)

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

College of Business Degree Requirements

Students seeking a bachelor's degree with a major from the College of Business must satisfy all business degree requirements and University Core Curriculum requirements listed in the College of Business section of the bulletin.

Business Core for All Business Majors (31 hours)

The following required core courses provide breadth in a college education for business and a foundation for specialization in a major:

- CIS 151 - Computer Applications in Business Credits: 3 (1) **or**
- CIS 261 - Advanced Microcomputer Applications Credits: 3 (2)
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BCOM 231 - Business Communication Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3

- MKTG 305 - Principles of Marketing Credits: 3
- BCOM 401 - Business Career Planning and Professional Development Credits: 1
- MNGT 452 - Policy Formulation and Implementation Credits: 3 (satisfies UCC Synthesis)

Note(s):

(1) Required of marketing majors

(2) Required of accounting and professional services, business administration, business education, computer information systems, finance, and management majors

Business Education Major Required Courses (15 hours)

- ASBE 291 - Desktop Publishing and Web Design Credits: 3 or
- EDUC 214 - Instructional Technology in Education Credits: 3 (ASBE291 recommended)
- CIS 151 - Computer Applications in Business Credits: 3
- FIN 208 - Personal Financial Management Credits: 3
- BSED 393 - Methods of Teaching Computer Courses Credits: 3
- BSED 397 - Methods of Teaching Business Education Credits: 3

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Career/Technical Education Endorsement

Vocational Business Education (6 hours)

The candidate for the vocational business education (CTE) endorsement must hold the business education license and complete the following coursework.

- BSED 571 - Principles and Philosophy of Vocational Education Credits: 3
- BSED 591 - Managing In-School Labs and Coordinating Business, Career, and Technical Education Programs Credits: 3

Additional Information

Endorsements will not appear on official university transcripts.

Coverage: The holder of the vocational business endorsement is eligible to teach state-approved vocational subjects in business education, organize and manage an intensive office laboratory and/or in-school business laboratory, coordinate a cooperative program with students from all office occupational areas, and coordinate an interdisciplinary cooperative education program. In order to qualify for the vocational endorsement the student must adhere to the following rules set by the Indiana Department of Education, see Section C – Workplace Specialists I:Initial at the following web site: www.doe.in.gov/educatorlicensing/pdf/WS_Reqs.pdf.

Business Administration Minor

For non-College of Business majors only

College of Business Minors

Academic minor programs may be completed in accounting, business administration (only available for non-business majors), computer information systems, computer science, economics, entrepreneurship, finance, human resource management, management, marketing, and web development for enterprise. College of Business majors who elect to complete minors will typically have to take more than the 120 hours required for a degree in order to complete requirements for a major and a minor. All pre-requisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the College of Business.

Business Administration Minor Required Courses (18 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 or
- FIN 305 - Business Finance Credits: 3
- MNGT 201 - Survey of Management Credits: 3 or
- MNGT 305 - Principles of Management Credits: 3
- MKTG 201 - Introduction to Marketing Credits: 3 or
- MKTG 305 - Principles of Marketing Credits: 3

College of Liberal Arts

www.usi.edu/libarts

Michael K. Aakhus, M.F.A., Dean

Thomas D. Bordelon, Ed. D., Assistant Dean

Michael Dixon, Ph.D., Assistant Dean

Joan A. deJong, M.F.A., Chair, Art Department

J. Wayne Rinks, Ph.D., Chair, Communications Department

Stephen G. Spencer, Ph.D., Chair, English Department

Jason D. Hardgrave, Ph.D., Chair, History Department

Ellen C. Topper, M.A., Interim Director, Center for Interdisciplinary Studies

Silvia A. Rode, Ph.D., Chair, Modern and Classical Languages Department

Elliot H. Wasserman, M.F.A., Chair, Performing Arts Department

Rocco J. Gennaro, Ph.D., Chair, Philosophy Department

Mary Hallock Morris Ph.D., Chair, Political Science and Public Administration Department

Julie A. Evey-Johnson, Ph.D., Chair, Psychology Department

Iris Phillips, Ph.D., Chair, Social Work Department

Ronda L. Priest, Ph.D., Chair, Sociology, Anthropology, and Criminal Justice Studies Department

The College of Liberal Arts offers students the opportunities, first, to develop the fundamentals of a liberal education upon which to base a lifetime of learning and, second, to concentrate in studies that form the foundation for professional pursuits.

The College includes the departments of Art; Communications; English; History; Modern and Classical Languages; Performing Arts; Philosophy; Political Science and Public Administration; Psychology; Social Work; Sociology, Anthropology, and Criminal Justice Studies; and the Center for Interdisciplinary Studies. Through these departments and this center, the College offers more than 30 majors and emphases and a similar number of minors. Students interested in teaching careers may seek secondary education licensing in Art, Journalism, Theatre, English, French, German, Spanish, History, Political Science, Psychology, Sociology, and Economics.

The Liberal Arts and a Liberal Education

A liberal education, in the words of Martha Nussbaum, is the “cultivation of the whole human being for the functions of citizenry and life.” At USI this cultivation is the goal of the University Core Curriculum, many of the courses for which are offered in Liberal Arts. Complete details of the core are available at www.usi.edu/libarts/uccore. Students should consult with their advisors in developing a specific plan for completing these requirements. Those students majoring in Liberal Arts disciplines, except those seeking teacher certification in secondary education, typically fulfill the Synthesis requirement of the University Core by taking LIBA 497 - Capstone Studies. Students seeking a major or minor in Liberal Arts must have a 2.0 GPA or better in their major or minor coursework, unless otherwise stated.

Bachelor of Arts and Bachelor of Science Degrees

Four-year degree programs in the College of Liberal Arts lead to either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Arts degree at USI requires a minimum of 12 hours of instruction in non-English modern or classical languages or the demonstration of competence at the intermediate level through an appropriate language examination.

The Bachelor of Arts, with its emphasis upon the study of a non-English language and a broad knowledge base, is especially valuable for students who hope to go on to graduate studies. Those considering graduate school should consult with their advisors about the Bachelor of Arts option.

Teacher Licensing Policy

Many students majoring in disciplines in the College of Liberal Arts prepare themselves to teach in secondary schools (high schools, junior high schools, or middle schools). Although these candidates for licensing may take some education courses in their freshman and sophomore years, formal application for admission to the secondary education program (under the direction of the Department of Teacher Education) does not occur until they have completed their 45th credit hour.

A student may apply for admission to the teacher education program and secondary licensure program minor after completion of EDUC 221, 283, 284, successfully completes the Praxis I test, or has an SAT score of 1100 or better or an ACT score of 24 or better, and meets other course and GPA requirements as established for the major. As part of the application process, the student will be interviewed by both the major and minor departments. A student should ask his or her advisor for information on arranging the interview.

The structure of the interview may vary according to department, but in general, it will be conducted by a committee consisting of two to three faculty members from the major field(s). This committee will interview the student according to the procedures established in the department, review his or her record, and decide on its recommendation.

The committee may decide as follows: (1) to recommend the student unconditionally for admission to the teacher education program; (2) to recommend with specific conditions; (3) to reject the student. The chair of the committee will record the committee's decision on the student's application form and return the form to the student. One copy of the recommendation will be placed in the student's advising folder. The committee will send a copy of the recommendation to the Teacher Education Department and a copy to the student.

Among factors the committee will consider in making its decision are the student's academic record, performance in classes, course work completed, ability to organize and present material orally, and general promise. In particular, University regulations require that a student admitted unconditionally to the teacher education program must carry a grade point average of at least 2.75 in his/her major, any supporting area or minor, and overall. A student may appeal the decision of the interview committee to the Dean.

Art

The Art Department is accredited by the National Association of Schools of Art and Design (NASAD) and offers both the Bachelor of Arts and the Bachelor of Science degrees in art and in art education. Students pursuing an art degree choose an emphasis in art history, graphic design, illustration, interactive media design, photography, or studio (ceramics, jewelry, painting, printmaking, sculpture or woodworking). Students seeking an art education degree select either the (P-12) all-grade or the (secondary) high school track. Program requirements for the art education major, whether P-12 or secondary, are consistent with the teacher education licensing requirements in the State of Indiana. Minors in art education (elementary), art education (secondary), art history, graphic design and studio art are available.

The art and art education programs serve to help students define their own professional goals and to provide entry into career fields or graduate study. Upon completion of their studies at USI, many art majors have been accepted into graduate programs at prestigious institutions throughout the country. The art faculty takes pride in the accomplishments of its graduates who have achieved success as graphic designers, artists, elementary to university-level teachers, museum and gallery personnel, and art historians.

The Art department consists of four integrated academic areas: studio art, graphic design, art education, and art history. Introductory courses in design, drawing, and art history prepare students for entry into their chosen area of study within the art and art education programs. All art courses are designed to help students develop technical and conceptual skills, establish a foundation for critical thinking and fulfill their creative potential. In order to enhance their understanding of the visual arts, all art students complete a sequence of art history courses. An internship program offered junior and senior art students the opportunity to work in professional settings at design studios, museums and galleries. Ultimately, the goal of the art program is to prepare each student to become a contributing member of the art profession, the community and society as a whole.

Note: For a 15-week semester, one semester credit hour equals one contact hour of class instruction for lecture courses (most ARTH and ARTE prefixes). For studio/laboratory courses (most ART and ARTD prefixes) one semester credit hour equals two contact hours of class instruction. All art courses require preparation outside of class.

The Kenneth P. McCutchan Art Center/Palmina F. and Stephen S. Pace Galleries contributes to the educational experience at USI by providing a professional exhibition space for the creative work of art majors, faculty members, and alumni, as well as special

exhibits such as the University's art collection, visiting artists, traveling exhibits, and juried invitational shows. The art program also is affiliated with the New Harmony Gallery of Contemporary Art, which provides continuous art exhibitions during the academic year.

Art Major, Art History Emphasis, B.A./B.S.

45 hours; 2.0 major GPA required

Required Courses (33 hours)

- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Choose one course from each set

- ART 103 - Color and Design Credits: 3 or
- ART 104 - Design in Materials Credits: 3 or
- ART 105 - Drawing I Credits: 3
- ARTD 274 - Introduction to Digital Photo Imaging Credits: 3 or
- ARTD 275 - Computer Graphic Arts Credits: 3
- ARTH 323 - Ancient Greek Art Credits: 3 or
- ARTH 327 - Medieval Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3 or
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3 or
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3 or
- ARTH 490 - Special Problems in Art History Credits: 3
(approved topic in 20th Century Art or Contemporary Art)
- ARTH 335 - Asian Art Credits: 3 or
ARTH 490 - Special Problems in Art History (approved topic in Non-Western Art)
- ART 498 - Internship in Art Credits: 3 or
- ART 399 - Select Topics in Studio Art Credits: 3
approved topic: Art Galleries **or**
- ART 489 - Special Problems in Art Credits: 1-6
approved topic: Art Galleries

Elective Courses (12 hours)

Selected from:

- ARTH 253 - Art of Ancient Mexico Credits: 3
- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 359 - Special Studies in Art History Credits: 1-3 (only one 3 credit hour course counts for major)
- ARTH 490 - Special Problems in Art History Credits: 3 (repeatable for a total of five times for major)

Art Major, Graphic Design Emphasis, B.A./B.S.

45 hours; 2.0 major GPA required

Required Courses (39 hours)

- ART 103 - Color and Design Credits: 3
- ART 105 - Drawing I Credits: 3
- ARTD 231 - Introduction to Graphic Design Credits: 3
- ARTD 232 - Typography Credits: 3
- ARTD 275 - Computer Graphic Arts Credits: 3
- ARTD 331 - Illustration Techniques Credits: 3
- ARTD 376 - Graphic Design II Credits: 3
- ARTD 475 - Graphic Design III Credits: 3
- ARTD 494 - Senior Design Seminar Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Select two upper-level Art History courses Credits: 6

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Directed electives (6 hours)

Selected from the following:

- ARTD 332 - Digital Illustration Credits: 3
- ARTD 378 - History of Graphic Design Credits: 3
- ARTD 381 - Interactive Web Design Credits: 3
- ARTD 382 - Interactive Graphics Credits: 3
- ARTD 383 - Advanced Digital Photo Imaging Credits: 3
- ARTD 431 - Narrative Illustration Credits: 3
- ARTD 476 - Graphic Design IV Credits: 3
- ART 399 - Select Topics in Studio Art Credits: 3 (topics vary; approved design courses may be allowed)
- ART 489 - Special Problems in Art Credits: 1-6 (topics vary; approved design courses may be allowed)

Art Major, Illustration Emphasis, B.A./B.S.

45 hours; 2.0 major GPA required

Required Courses (39 hours)

- ART 103 - Color and Design Credits: 3
- ART 105 - Drawing I Credits: 3
- ART 106 - Drawing and Composition Credits: 3
- ART 205 - Figure Drawing I Credits: 3
- ARTD 275 - Computer Graphic Arts Credits: 3
- ARTD 331 - Illustration Techniques Credits: 3
- ARTD 332 - Digital Illustration Credits: 3
- ARTD 431 - Narrative Illustration Credits: 3
- ARTD 494 - Senior Design Seminar Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Select two upper-level Art History courses Credits: 6

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3

- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Directed electives (6 hours)

Selected from the following:

- ART 206 - Figure Drawing II Credits: 3
- ART 311 - Painting I Credits: 3
- ART 405 - Figure Drawing in Composition III Credits: 3
- ARTD 231 - Introduction to Graphic Design Credits: 3
- ARTD 378 - History of Graphic Design Credits: 3
- ARTD 381 - Interactive Web Design Credits: 3
- ARTD 382 - Interactive Graphics Credits: 3
- ARTD 383 - Advanced Digital Photo Imaging Credits: 3
- ARTD 432 - Conceptual Illustration Credits: 3
- ART 399 - Select Topics in Studio Art Credits: 3 (topics vary; approved design courses may be allowed)
- ART 489 - Special Problems in Art Credits: 1-6 (topics vary; approved design courses may be allowed)

Art Major, Interactive Media Design Emphasis, B.A./B.S.

45 hours; 2.0 major GPA required

Required Courses (39 hours)

- ART 103 - Color and Design Credits: 3
- ARTD 231 - Introduction to Graphic Design Credits: 3
- ARTD 232 - Typography Credits: 3
- ART 273 - Intro to Photography Credits: 3
- ARTD 275 - Computer Graphic Arts Credits: 3
- ARTD 381 - Interactive Web Design Credits: 3
- ARTD 382 - Interactive Graphics Credits: 3
- ARTD 481 - Advanced Web Design Credits: 3
- ARTD 494 - Senior Design Seminar Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Select two upper-level Art History courses Credits: 6

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Directed electives (6 hours)

Selected from the following:

- ARTD 332 - Digital Illustration Credits: 3
- ARTD 372 - Video Art Credits: 3
- ARTD 376 - Graphic Design II Credits: 3

- ARTD 378 - History of Graphic Design Credits: 3
- ARTD 383 - Advanced Digital Photo Imaging Credits: 3
- ARTD 482 - Motion Graphics Credits: 3
- ART 399 - Select Topics in Studio Art Credits: 3 (topics vary; approved design courses may be allowed)
- ART 489 - Special Problems in Art Credits: 1-6 (topics vary; approved design courses may be allowed)

Art Major, Photography Emphasis, B.A./B.S.

45 hours; 2.0 major GPA required

Required Courses (33 hours)

- ART 103 - Color and Design Credits: 3
- ART 273 - Intro to Photography Credits: 3
- ART 374 - Photography II Credits: 3
- ART 473 - Photography III Credits: 3
- ARTD 274 - Introduction to Digital Photo Imaging Credits: 3
- ARTD 383 - Advanced Digital Photo Imaging Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3
- ART 493 - Senior Art Seminar Credits: 3 **or**
- ARTD 494 - Senior Design Seminar Credits: 3

Select two upper-level Art History courses Credits: 6

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Directed electives (12 hours)

Selected from the following (nine credit hours must be upper-level):

Lower-level courses (no more than one course):

- ART 104 - Design in Materials Credits: 3
- ART 105 - Drawing I Credits: 3
- ARTD 231 - Introduction to Graphic Design Credits: 3
- ARTD 275 - Computer Graphic Arts Credits: 3

Upper-level courses:

- ART 311 - Painting I Credits: 3
- ART 313 - Ceramics I Credits: 3
- ART 341 - Sculpture I Credits: 3
- ART 351 - Woodworking I Credits: 3
- ART 361 - Printmaking I Credits: 3
- ART 399 - Select Topics in Studio Art Credits: 3 (topics vary; approved photography courses may be allowed)
- ART 474 - Photography IV Credits: 3
- ART 489 - Special Problems in Art Credits: 1-6 (approved Photography topic)
- ARTD 332 - Digital Illustration Credits: 3
- ARTD 372 - Video Art Credits: 3
- ARTD 381 - Interactive Web Design Credits: 3
- ARTD 382 - Interactive Graphics Credits: 3
- ARTD 431 - Narrative Illustration Credits: 3
- ARTD 482 - Motion Graphics Credits: 3

Art Major, Studio Emphasis, B.A./B.S.

45 hours; 2.0 major GPA required

Required Courses (33 hours)

- ART 103 - Color and Design Credits: 3
- ART 104 - Design in Materials Credits: 3
- ART 105 - Drawing I Credits: 3
- ART 106 - Drawing and Composition Credits: 3
- ART 205 - Figure Drawing I Credits: 3
- ART 206 - Figure Drawing II Credits: 3
- ART 493 - Senior Art Seminar Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Two upper-level Art History courses Credits: 6

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Elective Courses (12 hours)

Select 12 credit hours from art course offerings, as directed by advisor.

Note(s):

HUM 221 - The Western Tradition in Art History I, and HUM 222 - The Western Tradition in Art History II, taught by art history faculty, are found under the listing for Humanities courses and also count as part of the University Core Curriculum.

Visual Art (Teaching) Major, B.A./B.S.

A secondary education teaching major (grades 5-12)

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Teacher Certification (Art)

Note: Review the College of Liberal Arts Teacher Certification Policy in the College of Liberal Arts section of this bulletin. Also, review the procedures and regulations for students in teaching programs in the Pott College of Science, Engineering, and Education section of the bulletin.

Visual Art (Teaching) (51 hours)

Required Courses (45 hours)

- ART 103 - Color and Design Credits: 3
- ART 104 - Design in Materials Credits: 3
- ART 105 - Drawing I Credits: 3
- ART 205 - Figure Drawing I Credits: 3
- ARTD 274 - Introduction to Digital Photo Imaging Credits: 3 or
- ARTD 275 - Computer Graphic Arts Credits: 3
- ART 311 - Painting I Credits: 3
- ART 313 - Ceramics I Credits: 3
- ART 315 - Jewelry I Credits: 3
- ART 341 - Sculpture I Credits: 3 or
- ART 351 - Woodworking I Credits: 3
- ART 361 - Printmaking I Credits: 3
- ARTE 397 - Materials and Methods in Secondary Art Education Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Select two upper-level Art History courses Credits: 6

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Elective Courses (6 hours)

Select 6 credit hours from art course offerings, as directed by advisor.

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Visual Art P-12 (Teaching) Major, B.A./B.S.

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Teacher Certification (Art)

Note: Review the College of Liberal Arts Teacher Certification Policy in the College of Liberal Arts section of this bulletin. Also, review the procedures and regulations for students in teaching programs in the Pott College of Science, Engineering, and Education section of the bulletin.

Visual Art Teaching (P-12) (55 hours)

Required Courses (49 hours)

- ART 103 - Color and Design Credits: 3
- ART 104 - Design in Materials Credits: 3
- ART 105 - Drawing I Credits: 3

- ART 205 - Figure Drawing I Credits: 3
- ARTD 274 - Introduction to Digital Photo Imaging Credits: 3 or
- ARTD 275 - Computer Graphic Arts Credits: 3
- ART 311 - Painting I Credits: 3
- ART 313 - Ceramics I Credits: 3
- ART 315 - Jewelry I Credits: 3
- ART 341 - Sculpture I Credits: 3 or
- ART 351 - Woodworking I Credits: 3
- ART 361 - Printmaking I Credits: 3
- ARTE 394 - Workshop in Art Education Credits: 1
- ARTE 396 - Materials and Methods in Elementary and Middle School Art Education Credits: 3
- ARTE 397 - Materials and Methods in Secondary Art Education Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Select two upper-level Art History courses Credits: 6

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 335 - Asian Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3

Elective Courses (6 hours)

Select 6 credit hours from art course offerings, as directed by advisor.

P-12 Education Licensure minor

Students seeking a teaching major that leads to licensure in all grades (P-12) are required to complete the P-12 Education Licensure Minor.

Art History Minor

24 hours; 2.0 minor GPA required

Required Courses (9 hours)

- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Choose four courses (12 hours)

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3

Choose one of the following (3 hours)

- ART 103 - Color and Design Credits: 3
- ART 104 - Design in Materials Credits: 3

- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 327 - Medieval Art Credits: 3
- ARTH 343 - Renaissance Art Credits: 3
- ARTH 344 - Baroque Art Credits: 3
- ARTH 353 - 19th Century Art Credits: 3
- ARTH 354 - 20th Century Art Credits: 3
- ARTH 355 - Contemporary Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3

Art Teaching (Elementary/Secondary) Minor

24 hours; 2.75 minor GPA required

Teacher Certification (Art)

Note: Review the College of Liberal Arts Teacher Certification Policy in the College of Liberal Arts section of this bulletin. Also, review the procedures and regulations for students in teaching programs in the Pott College of Science, Engineering, and Education section of the bulletin.

Required Courses

- ART 103 - Color and Design Credits: 3
- ART 104 - Design in Materials Credits: 3
- ART 105 - Drawing I Credits: 3
- ART 205 - Figure Drawing I Credits: 3
- ART 315 - Jewelry I Credits: 3
- ART 341 - Sculpture I Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- ARTE 396 - Materials and Methods in Elementary and Middle School Art Education Credits: 3
- or
- ARTE 397 - Materials and Methods in Secondary Art Education Credits: 3

Graphic Design Minor

24 hours; 2.0 minor GPA required

Required Courses (18 hours)

- ART 105 - Drawing I Credits: 3
- ARTD 231 - Introduction to Graphic Design Credits: 3
- ARTD 232 - Typography Credits: 3
- ARTD 275 - Computer Graphic Arts Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Elective Courses (6 hours)

- ARTD 331 - Illustration Techniques Credits: 3
- ARTD 332 - Digital Illustration Credits: 3
- ARTD 376 - Graphic Design II Credits: 3
- ARTD 378 - History of Graphic Design Credits: 3
- ARTD 381 - Interactive Web Design Credits: 3
- ARTD 382 - Interactive Graphics Credits: 3
- ARTD 383 - Advanced Digital Photo Imaging Credits: 3
- ARTD 475 - Graphic Design III Credits: 3
- ART 399 - Select Topics in Studio Art Credits: 3 (may be approved if topic is offered with design content)

Studio Art Minor

24 hours; 2.0 minor GPA required

Required Courses (15 hours)

- ART 103 - Color and Design Credits: 3
- ART 104 - Design in Materials Credits: 3
- ART 105 - Drawing I Credits: 3
- HUM 221 - The Western Tradition in Art History I Credits: 3
- HUM 222 - The Western Tradition in Art History II Credits: 3

Elective Courses (9 hours)

At least 6 credit hours must be upper-level

- ART 205 - Figure Drawing I Credits: 3 or
- ART 273 - Intro to Photography Credits: 3
- ART 311 - Painting I Credits: 3
- ART 312 - Painting II Credits: 3
- ART 411 - Painting III Credits: 3
- ART 313 - Ceramics I Credits: 3
- ART 314 - Ceramics II Credits: 3
- ART 413 - Ceramics III Credits: 3
- ART 315 - Jewelry I Credits: 3
- ART 316 - Jewelry II Credits: 3
- ART 415 - Jewelry III Credits: 3
- ART 341 - Sculpture I Credits: 3
- ART 342 - Sculpture II Credits: 3
- ART 441 - Sculpture III Credits: 3
- ART 351 - Woodworking I Credits: 3
- ART 352 - Woodworking II Credits: 3
- ART 451 - Woodworking III Credits: 3
- ART 361 - Printmaking I Credits: 3
- ART 362 - Printmaking II Credits: 3
- ART 461 - Printmaking III Credits: 3

Center For Interdisciplinary Studies

The Center for Interdisciplinary Studies houses the majors and minors and other academic programs of interdisciplinary nature, including the International Studies Major, Classical Studies Minor, Gender Studies Minor, Humanities, and LIBA. Courses belonging to interdisciplinary majors, minors, and other programs may be drawn from various departments in Liberal Arts, such as LATN 101 - Beginning Latin I, HIST 341 - Ancient Greece to Alexander, or have interdisciplinary designations such as HUM 211 - The Western Tradition in the Humanities I, INST 101 - Introduction to International Studies, GNDR 111 - Intro to Gender Studies, or LIBA 497 - Capstone Studies. In addition to fulfilling requirements of the major and minor programs housed in the Center, interdisciplinary courses may fulfill University Core Curriculum courses such as HUM 211 (C4: Western Culture), GNDR 111 (C2: Individual Development/Social Behavior), INST 213 (C5 Global Communities), and LIBA 497 (D Synthesis).

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

International Studies Major, B.A.

The International Studies major is an interdisciplinary course of study, including a 39-hour major, a 50-hour University Core Curriculum requirement, and open electives. Students also will complete a minimum of two years (four semesters) or equivalent study in one non-English modern or classical language. International study or work is strongly recommended.

The International Studies Bachelor of Arts degree consists of existing courses offered in the College of Liberal Arts, the College of Business, and the Pott College of Science, Engineering, and Education. All students will complete a common core of seven courses from five different disciplines. These courses are: INST 101 - Introduction to International Studies; ANTH 111 - Introduction to World Cultures; ECON 241 - Global Economic Issues; POLS 271 - International Politics; GEOG 330 - World Geography, HIST 112 - World Civilizations II, 1500-Present, and INST 497 - International Studies Capstone. These are followed

by six electives drawn from various disciplines. The 18 hours of coursework must include no more than two courses from any one discipline, ensuring that students are exposed to a minimum of three disciplines, making this a truly interdisciplinary major. Additional special topics courses may be approved for elective credit. Consult the International Studies advisor for approval. Course descriptions for the core courses and electives may be found under their specific disciplines.

International Studies Major (39 hours)

2.0 major GPA required

Major Core Courses (21 hours)

- INST 101 - Introduction to International Studies Credits: 3
- HIST 112 - World Civilizations II, 1500-Present Credits: 3
- ANTH 111 - Introduction to World Cultures Credits: 3
- ECON 241 - Global Economic Issues Credits: 3
- POLS 271 - International Politics Credits: 3
- GEOG 330 - World Geography Credits: 3
- INST 497 - International Studies Capstone Credits: 3

Electives (18 hours)

Choose six courses from the following. No more than two courses from any one discipline.

Anthropology

- ANTH 324 - Peoples of Asia Credits: 3
- ANTH 325 - Peoples of Latin America Credits: 3

Art

- ARTH 253 - Art of Ancient Mexico Credits: 3

Biology

- BIOL 251 - Environmental Conservation Credits: 3

Communications

- CMST 317 - Intercultural Communication Credits: 3

Economics

- ECON 341 - International Trade Credits: 3
- ECON 343 - International Finance
- ECON 346 - Development Economics Credits: 3

English

- ENG 313 - Introduction to Linguistics Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 386 - World Mythology Credits: 3
- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3

French

- FREN 306 - Advanced French I Credits: 3
- FREN 307 - Advanced French II Credits: 3
- FREN 325 - Introduction to Francophone Literature Credits: 3

- FREN 344 - Francophone Literature in Translation Credits: 3
- FREN 415 - French Civilization Credits: 3
- FREN 416 - 17th and 18th Centuries French Literature Credits: 3
- FREN 417 - 19th and 20th Centuries French Literature Credits: 3

German

- GERM 306 - Advanced German I Credits: 3
- GERM 307 - Advanced German II Credits: 3
- GERM 325 - Introduction to German Literature Credits: 3
- GERM 334 - Introduction to Modern German Drama Credits: 3
- GERM 344 - Germanic Literature in Translation Credits: 3
- GERM 412 - Berlin: Tale of a City Credits: 3

History

- HIST 111 - World Civilizations I, Beginnings to 1500 Credits: 3
- HIST 140 - Issues in World History Credits: 3
- HIST 332 - Modern Latin American History Credits: 3
- HIST 333 - Gender in Latin American History Credits: 3
- HIST 334 - U.S.-Latin American Relations Credits: 3
- HIST 341 - Ancient Greece to Alexander Credits: 3
- HIST 342 - The Hellenistic Age, Alexander to the Roman Conquest, 338-31 B.C. Credits: 3
- HIST 343 - The Roman Republic Credits: 3
- HIST 344 - The Roman Empire Credits: 3
- HIST 345 - Medieval Europe, 500-1300 Credits: 3
- HIST 346 - The Renaissance, Dante to 1600 Credits: 3
- HIST 347 - The Reformation, Wyclif to 1648 Credits: 3
- HIST 348 - Europe, 1648 through Napoleon Credits: 3
- HIST 349 - Europe, Napoleon to World War I Credits: 3
- HIST 351 - Europe, World War I to the Present Credits: 3
- HIST 353 - England to 1600 Credits: 3
- HIST 354 - Britain since 1600 Credits: 3
- HIST 362 - History of Paris Credits: 3
- HIST 365 - Crusades Credits: 3
- HIST 371 - Tsarist Russia Credits: 3
- HIST 372 - The Soviet Union Credits: 3
- HIST 392 - History of Japan Credits: 3
- HIST 410 - Topics in World History Credits: 3
- HIST 420 - Topics in European History Credits: 3
- HIST 433 - American Foreign Relations to 1900 Credits: 3
- HIST 434 - American Foreign Relations Since 1900 Credits: 3
- HIST 451 - French Revolution and Napoleon Credits: 3
- HIST 452 - European Revolutions Credits: 3

International Studies Courses

- INST 213 - Magic in Arts/Humanities Credits: 3
- INST 302 - Travel Writing Credits: 3
- INST 371 - Non-Western World Literature Credits: 3
- INST 372 - Western World Literature Credits: 3
- INST 470 - Special Topics in International, Interdisciplinary Studies Credits: 3
- INST 480 - Internship in International Studies Credits: 3-6
- INST 490 - Independent Study in International Studies Credits: 3
- INST 499 - International Field Experience Credits: 3

Japanese

- JPN 306 - Advanced Japanese I Credits: 3

- JPN 307 - Advanced Japanese II Credits: 3

Political Science

- POLS 281 - Comparative Politics Credits: 3
- POLS 371 - The United Nations Credits: 3
- POLS 383 - Government and Politics of Latin America Credits: 3
- POLS 384 - The Middle East Credits: 3
- POLS 471 - International Organizations Credits: 3
- POLS 473 - International Law Credits: 3

Spanish

- SPAN 306 - Advanced Spanish I Credits: 3
- SPAN 307 - Advanced Spanish II Credits: 3
- SPAN 308 - Hispanic Cultures Credits: 3
- SPAN 325 - Introduction to Hispanic Literature Credits: 3
- SPAN 332 - US Latino Literature and Culture Credits: 3
- SPAN 333 - Afro-Latin American Studies Credits: 3
- SPAN 344 - Hispanic Literature in Translation Credits: 3
- SPAN 402 - Composition and Stylistics Credits: 3
- SPAN 411 - Spanish Linguistics I Credits: 3
- SPAN 412 - Spanish Linguistics II Credits: 3
- SPAN 414 - Hispanic Poetry Credits: 3
- SPAN 417 - Hispanic Drama Credits: 3
- SPAN 415 - The Hispanic Essay Credits: 3
- SPAN 454 - Golden Age Drama Credits: 3
- SPAN 476 - Spanish Novel of the Nineteenth Century

Classical Studies Minor

21 hours; 2.0 minor GPA required

Required courses (6 hours)

- LATN 203 - Intermediate Latin I Credits: 3
- LATN 204 - Intermediate Latin II Credits: 3

Elective courses (15 hours)

Ancient Greek and/or Roman history (9 hours)

- HIST 341 - Ancient Greece to Alexander Credits: 3
- HIST 342 - The Hellenistic Age, Alexander to the Roman Conquest, 338-31 B.C. Credits: 3
- HIST 343 - The Roman Republic Credits: 3
- HIST 344 - The Roman Empire Credits: 3
- HIST 398 - Historiography Credits: 3
Topics for HIST410 and HIST499 vary; only Greek or Roman topics are eligible.
- HIST 410 - Topics in World History Credits: 3
- HIST 499 - Senior Seminar in World History Credits: 3

Art, Culture, and Literature (6 hours)

From course offerings on the Art and Culture of the Greek and Roman worlds.

- ANTH 370 - Cultural Anthropology Seminar Credits: 3 (approved topic: Archaeology of Greece)
- ARTH 323 - Ancient Greek Art Credits: 3
- ARTH 490 - Special Problems in Art History Credits: 3 (approved topic: Hellenistic Art)
- ENG 286 - Classical Mythology Credits: 3

- ENG 499 - Seminar in Literature and Language Credits: 3 (approved topic: Greek Tragedy)
- LATN 390 - Independent Study in Latin Credits: 3
- PHIL 350 - History of Philosophy I Credits: 3

Gender Studies Minor

18 hours; 2.0 minor GPA required

Gender Studies seeks to advance understanding of the meaning and role of gender in social life. Doing so requires looking at gender against the backdrop of cultural, political, historical, and social institutions, and in relation to other influences such as class, race, sexuality, and nationality. As such, Gender Studies is inherently interdisciplinary, with courses offered in numerous departments and schools.

Required courses (6 hours)

- GNDR 111 - Intro to Gender Studies Credits: 3
- GNDR 333 - Perspectives on Gender Credits: 3

Elective courses (12 hours)

- CMST 402 - Gender, Communication, and Culture Credits: 3
- ECON 351 - Labor Economics Credits: 3
- ENG 288 - Women in Literature Through the 18th Century Credits: 3
- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- GNDR 449 - Special Topics: Gender Studies Credits: 3
- HIST 311 - Women and Gender in America Credits: 3
- HIST 398 - Historiography Credits: 3 (Approved topics: Medieval Women; Women in Antiquity)
- LIBA 497 - Capstone Studies Credits: 3 (Approved topics: Women, Art, and Society; Parents and Children)
- MNGT 444 - Managing Diversity in Organizations Credits: 3
- PHIL 364 - Gender and Philosophy Credits: 3
- PHIL 365 - Sexual Ethics Credits: 3
- PSY 298 - Human Sexuality Credits: 3
- PSY 381 - Psychology of Gender Credits: 3
- SOC 261 - Marriage and Family Credits: 3
- SOC 431 - Gender and Society Credits: 3
- SOCW 400 - Special Topics in Human Service Practice Credits: 3

International Studies Minor

18 hours; 2.0 minor GPA required

Required Courses (9 hours)

- ECON 241 - Global Economic Issues Credits: 3
- HIST 112 - World Civilizations II, 1500-Present Credits: 3
- POLS 271 - International Politics Credits: 3

Electives (9 hours)

Nine hours of advisor approved upper-level electives.

Additional requirement

This minor also requires the completion of the language requirement for a Bachelor of Arts degree: 12 hours (or the equivalent of the fourth semester or beyond) in a non-English modern or classical language.

Communications

Communications is one of the most dynamic industries in the nation, employing more than a million people and providing hundreds of different career opportunities.

The Communications faculty has developed four different majors to assist students in selecting courses according to individual interests and career goals. Students may select a Bachelor of Arts or Bachelor of Science degree.

The Bachelor of Arts degree requires 12 credit hours in the same non-English modern or classical language or demonstration of proficiency at that level of study.

In order to enroll for any communications internship, a student must be of junior or senior standing and have consent of instructor.

Communications majors must earn 1) a 2.25 GPA for major coursework, and 2) a grade of C or better in any course applied toward any major or minor in the Department of Communications.

The mass communication majors of public relations and advertising, journalism, and radio and television adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication. Students in these three majors must take a minimum of 72 hours in courses outside of these majors. No more than 16 credit hours of lower division mass communication coursework (100-200 level) may be counted in the major.

Students in the three mass communication majors are required to take six hours of cognates: a three-hour course in gender studies and a three-hour course in ethnic diversity; both are subject to approval by students' academic advisors. Freshman and transfer students must take six hours of diversity cognates.

Because of the 72-hour rule, mass communication majors who seek a double major in mass communications or who select a mass communication minor may need additional credit hours to graduate. No more than 12 credit hours of mass communication courses taken at a two-year college may be transferred into a mass communication degree program. Mass communication transfer courses not accepted toward the major cannot be used as elective credit toward the overall hours required for a bachelor's degree. Students in the three mass communication majors must pass the department's grammar, spelling, and punctuation examination prior to being admitted to junior- and senior-level classes in the major; however, the GSP test is waived if a student earns a minimum C for ENG 101 and ENG 201.

Communication Studies Major, B.A./B.S.

36 hours; C or better required in all courses; 2.25 major GPA required

Communication Studies connects two important aspects of a USI education: the liberal arts and the professional preparation. By incorporating writing, speaking, and computer-mediated communications across the curriculum, the communication studies program explores communication in various contexts and forms.

Communication Studies faculty work with students so they can meet the current needs of business and industry leaders who demand that college graduates demonstrate effective communication skills, problem-solving abilities, and leadership experience in addition to the ability to think critically and conceptually. Students emerge from the major in communication studies as proficient, critical consumers and producers of messages and interactions at the personal, social, civic, and professional levels.

Graduates pursue various careers. Many work in sales, retail management, non-profit organizations, human resources, corporate training programs, government agencies, and the healthcare industry, while others own businesses or attend graduate school.

Required Courses (15 hours)

- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- CMST 201 - Introduction to Communication Studies Credits: 3
- CMST 203 - Introduction to Performance Studies Credits: 3
- CMST 204 - Business and Professional Communication Credits: 3
- CMST 301 - Communication Criticism and Analysis Credits: 3

Communication Studies Electives

21 hours as directed by advisor.

- CMST 214 - Group and Team Communication Credits: 3
- CMST 303 - Introduction to Persuasion Credits: 3
- CMST 308 - Rhetoric and Diversity Credits: 3

- CMST 313 - Advanced Performance Studies Credits: 3
- CMST 314 - Organizational Communication Credits: 3
- CMST 315 - Readers Theatre Credits: 3
- CMST 317 - Intercultural Communication Credits: 3
- CMST 318 - Conflict, Mediation and Negotiation Credits: 3
- CMST 400 - Independent Study in Communication Studies Credits: 1-3
- CMST 402 - Gender, Communication, and Culture Credits: 3
- CMST 407 - Communication and Healthcare Credits: 3
- CMST 414 - Oral Traditions Credits: 3
- CMST 427 - Family Communication Credits: 3
- CMST 498 - Internship in Communication Studies Credits: 3
The following courses are repeatable with different topics, but no more than 6 hrs of each course can apply toward the major:
- CMST 410 - Seminar in Interpersonal Communication Credits: 3
- CMST 420 - Seminar in Organizational Communication Credits: 3
- CMST 430 - Seminar in Rhetoric Credits: 3
- CMST 499 - Special Topics in Communication Studies Credits: 3

Additional Information

At least 21 hours in the major must be at the 300 and 400 level. For directed electives, no more than six hours may be taken from a combination of CMST 400 and CMST 498. For an internship, the student must seek permission of the Communications faculty and have second semester junior standing. Some upper-level CMST courses are offered biennially.

Journalism Major, B.A./B.S.

37 hours plus 6 hours of Cognates; C or better required in all courses; 2.25 major GPA required

Journalism prepares students for the world of news and information gathering, writing, editing, photography, design, and publishing for print, electronic broadcast, and online media. Students learn journalism skills along with professional values and ethical standards in courses where both convergence and diversity are emphasized. Graduates succeed in any field where writing and a command of the language are needed.

Mass Communication majors (Journalism, Public Relations and Advertising, Radio and Television) must adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication.

Required Foundation and Advanced Communications Core (10 hours)

- COMM 192 - Introduction to Mass Communication Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3
- COMM 495 - Mass Communication Research Credits: 3
- COMM 497 - Career Planning and Professional Development Credits: 1

Required Visual, Design and Copyediting Sequence (6 hours)

- JRN 273 - Digital Photography Credits: 3
- JRN 374 - Internet Communications Credits: 3 or
- JRN 386 - Editing and Layout Credits: 3

Required Reporting, Writing, and Editing Sequence (9 hours)

- JRN 281 - Basic Reporting Credits: 3
- JRN 381 - Advanced Reporting Credits: 3
- JRN 481 - Reporting Public Affairs Credits: 3

Required Convergence Course (3 hours)

- JRN 388 - Online Journalism Credits: 3

Communications Electives (9-10 hours)

- ADV 347 - Advertising Copywriting Credits: 3
- COMM 477 - Comparative Structures of Mass Media in a Global Community Credits: 3
- JRN 180 - Journalism Workshop Credits: 1 (one hour/semester, up to three hours total)
- JRN 371 - Advanced Photography Credits: 3
- JRN 374 - Internet Communications Credits: 3
- JRN 383 - Editorial Writing Credits: 3
- JRN 384 - Feature Writing Credits: 3
- JRN 386 - Editing and Layout Credits: 3
- JRN 400 - Independent Study in Journalism Credits: 1-3 (up to three hours total)
- JRN 473 - Photojournalism Credits: 3
- JRN 484 - Literary Journalism Credits: 3
- JRN 488 - Digital Storytelling Credits: 3
- JRN 496 - Media Ethics Credits: 3
- JRN 498 - Internship in Journalism Credits: 3
- JRN 499 - Special Topics Credits: 3
- PRL 362 - Writing for Public Relations Credits: 3
- RTV 255 - Media Production Credits: 3

Communication Majors, Ethnic Cultures Cognate (3 hours)

Journalism majors may also select JRN 496 - Media Ethics

- ADV 499 - Special Topics Credits: 3
(approved ADV 499 topic: Advertising & Cultural Perceptions)
- CMST 308 - Rhetoric and Diversity Credits: 3
- CMST 317 - Intercultural Communication Credits: 3
- COMM 477 - Comparative Structures of Mass Media in a Global Community Credits: 3
- ENG 231 - African American Literature Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topics: Covering Diverse Cultures; Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topics: Racism in America; Art & Diversity/20th Cent)
- PRL 499 - Special Topics Credits: 3
(approved PRL 499 topic: PR in a Global Community)
- RTV 499 - Special Topics Credits: 3
(approved RTV 499 topic: Race, Ethnicity & the Media)
- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Globalization; Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture)
- SOC 421 - Race and Ethnicity Credits: 3

Communication Majors, Gender Studies Cognate (3 hours)

- CMST 402 - Gender, Communication, and Culture Credits: 3
- CMST 499 - Special Topics in Communication Studies Credits: 3
(approved CMST499 topic: Rhetoric of Family & Gender)
- ENG 288 - Women in Literature Through the 18th Century Credits: 3
- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- GNDR 111 - Intro to Gender Studies Credits: 3
- GNDR 333 - Perspectives on Gender Credits: 3
- GNDR 449 - Special Topics: Gender Studies Credits: 3
- HIST 311 - Women and Gender in America Credits: 3
- HIST 498 - Senior Seminar in American History Credits: 3
(approved HIST498 topic: Women/Gender to 1920)
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topic: Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topic: Women, Art & Society)
- PHIL 364 - Gender and Philosophy Credits: 3
- PSY 381 - Psychology of Gender Credits: 3
- RTV 499 - Special Topics Credits: 3
(approved RTV 499 topic: Media & Female Athletes)

- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture; Gender at Work; Women & Work)
- SOC 431 - Gender and Society Credits: 3

Additional Information

An internship in the print or electronic media and work on the campus newspaper, *The Shield*, is highly recommended.

Public Relations and Advertising Major, Advertising Emphasis B.A./B.S.

34 hours plus 6 hours of Cognates; C or better required in all courses; 2.25 major GPA required

Mass Communication majors (Journalism, Public Relations and Advertising, Radio and Television) must adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication.

Public Relations and Advertising Major

Students may choose either an emphasis in public relations or advertising, depending upon individual interests. By carefully selecting appropriate electives offered in the program, students may develop skills in both areas.

Required Core (13 hours)

- PRL 101 - Introduction to Public Relations Credits: 3
- ADV 101 - Introduction to Advertising Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3
- COMM 495 - Mass Communication Research Credits: 3
- COMM 497 - Career Planning and Professional Development Credits: 1

Advertising Emphasis

The advertising emphasis prepares students for one of the fastest-growing fields in communications. Students acquire the essential skills of writing, design, advertising graphics, research, market analysis, media planning, promotions, integrated marketing campaigns, and communications theory. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

Required Advertising Courses (12 hours)

- ADV 335 - Advertising Strategy Credits: 3
- ADV 343 - Media Planning Credits: 3
- ADV 444 - Strategic Campaigns Credits: 3 or
- ADV 441 - Seminar in Integrated Marketing Communications Credits: 3
- ADV 446 - Seminar in Advertising Credits: 3

Electives for Advertising Emphasis (9 hours)

Advertising emphasis requires one of the following courses (3 hours):

- ADV 347 - Advertising Copywriting Credits: 3
- JRN 281 - Basic Reporting Credits: 3
- RTV 354 - Writing for Electronic Media Credits: 3

Plus 6 hours selected from:

- ADV 342 - Advertising Design Credits: 3
- ADV 346 - Special Events and Promotion Credits: 3
- ADV 400 - Independent Study in Advertising Credits: 3
- ADV 440 - Advanced Advertising Campaigns Credits: 3
- ADV 498 - Internship in Advertising Credits: 3
- ADV 499 - Special Topics Credits: 3
- COMM 190 - Computer Basics Credits: 1
- COMM 192 - Introduction to Mass Communication Credits: 3 or

- RTV 151 - Survey of Contemporary Broadcasting Credits: 3
- COMM 477 - Comparative Structures of Mass Media in a Global Community Credits: 3
- JRN 374 - Internet Communications Credits: 3
- JRN 384 - Feature Writing Credits: 3
- RTV 255 - Media Production Credits: 3
- RTV 452 - Broadcast and Cable Sales Credits: 3
- PRL 366 - Seminar in Public Relations Credits: 3
- PRL 466 - Seminar in Public Opinion Credits: 3
- PRL 467 - Crisis Communications Credits: 3
- PRL 468 - Public Relations Campaigns Credits: 3
- PRL 499 - Special Topics Credits: 3

Communication Majors, Ethnic Cultures Cognate (3 hours)

Journalism majors may also select JRN 496 - Media Ethics

- ADV 499 - Special Topics Credits: 3
(approved ADV 499 topic: Advertising & Cultural Perceptions)
- CMST 308 - Rhetoric and Diversity Credits: 3
- CMST 317 - Intercultural Communication Credits: 3
- COMM 477 - Comparative Structures of Mass Media in a Global Community Credits: 3
- ENG 231 - African American Literature Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topics: Covering Diverse Cultures; Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topics: Racism in America; Art & Diversity/20th Cent)
- PRL 499 - Special Topics Credits: 3
(approved PRL 499 topic: PR in a Global Community)
- RTV 499 - Special Topics Credits: 3
(approved RTV 499 topic: Race, Ethnicity & the Media)
- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Globalization; Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture)
- SOC 421 - Race and Ethnicity Credits: 3

Communication Majors, Gender Studies Cognate (3 hours)

- CMST 402 - Gender, Communication, and Culture Credits: 3
- CMST 499 - Special Topics in Communication Studies Credits: 3
(approved CMST499 topic: Rhetoric of Family & Gender)
- ENG 288 - Women in Literature Through the 18th Century Credits: 3
- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- GNDR 111 - Intro to Gender Studies Credits: 3
- GNDR 333 - Perspectives on Gender Credits: 3
- GNDR 449 - Special Topics: Gender Studies Credits: 3
- HIST 311 - Women and Gender in America Credits: 3
- HIST 498 - Senior Seminar in American History Credits: 3
(approved HIST498 topic: Women/Gender to 1920)
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topic: Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topic: Women, Art & Society)
- PHIL 364 - Gender and Philosophy Credits: 3
- PSY 381 - Psychology of Gender Credits: 3
- RTV 499 - Special Topics Credits: 3
(approved RTV 499 topic: Media & Female Athletes)
- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture; Gender at Work; Women & Work)
- SOC 431 - Gender and Society Credits: 3

Additional Information for the Public Relations and Advertising Major

An internship in public relations or advertising is highly recommended. By interning with a public relations firm, advertising agency, or within corporate or not-for-profit departments, students network with professionals who help them polish their skills for entry into the fields.

Public Relations and Advertising Major, Public Relations Emphasis, B.A./B.S.

34 hours plus 6 hours of Cognates; C or better required in all courses; 2.25 major GPA required

Mass Communication majors (Journalism, Public Relations and Advertising, Radio and Television) must adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication.

Public Relations and Advertising Major

Students may choose either an emphasis in public relations or advertising, depending upon individual interests. By carefully selecting appropriate electives offered in the program, students may develop skills in both areas.

Required Core (13 hours)

- PRL 101 - Introduction to Public Relations Credits: 3
- ADV 101 - Introduction to Advertising Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3
- COMM 495 - Mass Communication Research Credits: 3
- COMM 497 - Career Planning and Professional Development Credits: 1

Public Relations Emphasis

The public relations emphasis provides students with a background that includes the essential skills of writing and design to enter the rapidly growing public relations field. Students are prepared to advance in their careers through courses in research, strategy development, and integrated marketing campaigns. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

Required Public Relations Courses (12 hours)

- PRL 362 - Writing for Public Relations Credits: 3
- PRL 365 - Public Relations Administration Credits: 3
- PRL 368 - Strategic Writing Credits: 3
- PRL 468 - Public Relations Campaigns Credits: 3

Electives for Public Relations Emphasis (9 hours)

- ADV 342 - Advertising Design Credits: 3
- ADV 343 - Media Planning Credits: 3
- ADV 346 - Special Events and Promotion Credits: 3
- ADV 347 - Advertising Copywriting Credits: 3
- ADV 440 - Advanced Advertising Campaigns Credits: 3
- COMM 190 - Computer Basics Credits: 1
- COMM 192 - Introduction to Mass Communication Credits: 3 or
- RTV 151 - Survey of Contemporary Broadcasting Credits: 3
- COMM 477 - Comparative Structures of Mass Media in a Global Community Credits: 3
- JRN 281 - Basic Reporting Credits: 3
- JRN 374 - Internet Communications Credits: 3
- JRN 384 - Feature Writing Credits: 3
- PRL 364 - Publications Design Credits: 3
- PRL 366 - Seminar in Public Relations Credits: 3
- PRL 400 - Independent Study in Public Relations Credits: 1-3
- PRL 461 - Seminar in Integrated Marketing Communications Credits: 3
- PRL 465 - Institutional Advancement Credits: 3
- PRL 466 - Seminar in Public Opinion Credits: 3

- PRL 467 - Crisis Communications Credits: 3
- PRL 498 - Internship in Public Relations Credits: 3
- PRL 499 - Special Topics Credits: 3
- RTV 255 - Media Production Credits: 3
- RTV 354 - Writing for Electronic Media Credits: 3
- RTV 452 - Broadcast and Cable Sales Credits: 3

Communication Majors, Ethnic Cultures Cognate (3 hours)

Journalism majors may also select JRN 496 - Media Ethics

- ADV 499 - Special Topics Credits: 3
(approved ADV 499 topic: Advertising & Cultural Perceptions)
- CMST 308 - Rhetoric and Diversity Credits: 3
- CMST 317 - Intercultural Communication Credits: 3
- COMM 477 - Comparative Structures of Mass Media in a Global Community Credits: 3
- ENG 231 - African American Literature Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topics: Covering Diverse Cultures; Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topics: Racism in America; Art & Diversity/20th Cent)
- PRL 499 - Special Topics Credits: 3
(approved PRL 499 topic: PR in a Global Community)
- RTV 499 - Special Topics Credits: 3
(approved RTV 499 topic: Race, Ethnicity & the Media)
- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Globalization; Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture)
- SOC 421 - Race and Ethnicity Credits: 3

Communication Majors, Gender Studies Cognate (3 hours)

- CMST 402 - Gender, Communication, and Culture Credits: 3
- CMST 499 - Special Topics in Communication Studies Credits: 3
(approved CMST499 topic: Rhetoric of Family & Gender)
- ENG 288 - Women in Literature Through the 18th Century Credits: 3
- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- GNDR 111 - Intro to Gender Studies Credits: 3
- GNDR 333 - Perspectives on Gender Credits: 3
- GNDR 449 - Special Topics: Gender Studies Credits: 3
- HIST 311 - Women and Gender in America Credits: 3
- HIST 498 - Senior Seminar in American History Credits: 3
(approved HIST498 topic: Women/Gender to 1920)
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topic: Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topic: Women, Art & Society)
- PHIL 364 - Gender and Philosophy Credits: 3
- PSY 381 - Psychology of Gender Credits: 3
- RTV 499 - Special Topics Credits: 3
(approved RTV 499 topic: Media & Female Athletes)
- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture; Gender at Work; Women & Work)
- SOC 431 - Gender and Society Credits: 3

Additional Information for the Public Relations and Advertising Major

An internship in public relations or advertising is highly recommended. By interning with a public relations firm, advertising agency, or within corporate or not-for-profit departments, students network with professionals who help them polish their skills for entry into the fields.

Radio and Television Major, B.A./B.S.

37 hours plus 6 hours of Cognates; C or better required in all courses; 2.25 major GPA required

This major combines telecommunications history and theory with practical broadcast applications. Students acquire knowledge and understanding of the broadcast processes and on-air performing skills, utilizing facilities in both the campus radio station WSWI-AM and the Scripps Howard Video Production Complex.

Mass Communication majors (Journalism, Public Relations and Advertising, Radio and Television) must adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication.

Required Core (25 hours)

- RTV 151 - Survey of Contemporary Broadcasting Credits: 3
- RTV 255 - Media Production Credits: 3
- RTV 256 - Broadcast Journalism Credits: 3
- RTV 351 - Radio-Television Performance Credits: 3
- RTV 354 - Writing for Electronic Media Credits: 3
- RTV 457 - Key Issues in Telecommunications Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3
- COMM 495 - Mass Communication Research Credits: 3
- COMM 497 - Career Planning and Professional Development Credits: 1

Directed Electives (12 hours)

Choose two or three courses (6-9 hours)

- RTV 451 - Radio-Television Programming Credits: 3
- RTV 452 - Broadcast and Cable Sales Credits: 3
- RTV 453 - Broadcast and Cable Management Credits: 3

Choose 6-9 hours to complete 15 hours of electives

- ADV 101 - Introduction to Advertising Credits: 3
- RTV 352 - Advanced Television Studio Producing and Directing Credits: 3
- RTV 353 - Advanced Video Field Production Credits: 3
- RTV 356 - Sportscasting Credits: 3
- RTV 357 - Advanced Broadcast Journalism Credits: 3
- RTV 499 - Special Topics Credits: 3
Select no more than 6 hours from this group:
- RTV 150 - Practicum in Broadcasting Credits: 1
- RTV 350 - Radio-Television Workshop Credits: 1-3
- RTV 400 - Independent Study in Radio-Television Credits: 1-3
- RTV 498 - Internship in Radio-Television Credits: 3

Communication Majors, Ethnic Cultures Cognate (3 hours)

Journalism majors may also select JRN 496 - Media Ethics

- ADV 499 - Special Topics Credits: 3
(approved ADV 499 topic: Advertising & Cultural Perceptions)
- CMST 308 - Rhetoric and Diversity Credits: 3
- CMST 317 - Intercultural Communication Credits: 3
- COMM 477 - Comparative Structures of Mass Media in a Global Community Credits: 3
- ENG 231 - African American Literature Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topics: Covering Diverse Cultures; Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topics: Racism in America; Art & Diversity/20th Cent)
- PRL 499 - Special Topics Credits: 3
(approved PRL 499 topic: PR in a Global Community)
- RTV 499 - Special Topics Credits: 3

(approved RTV 499 topic: Race, Ethnicity & the Media)

- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Globalization; Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture)
- SOC 421 - Race and Ethnicity Credits: 3

Communication Majors, Gender Studies Cognate (3 hours)

- CMST 402 - Gender, Communication, and Culture Credits: 3
- CMST 499 - Special Topics in Communication Studies Credits: 3
(approved CMST499 topic: Rhetoric of Family & Gender)
- ENG 288 - Women in Literature Through the 18th Century Credits: 3
- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- GNDR 111 - Intro to Gender Studies Credits: 3
- GNDR 333 - Perspectives on Gender Credits: 3
- GNDR 449 - Special Topics: Gender Studies Credits: 3
- HIST 311 - Women and Gender in America Credits: 3
- HIST 498 - Senior Seminar in American History Credits: 3
(approved HIST498 topic: Women/Gender to 1920)
- JRN 499 - Special Topics Credits: 3
(approved JRN 499 topic: Diversity & Mass Media)
- LIBA 497 - Capstone Studies Credits: 3
(approved LIBA497 topic: Women, Art & Society)
- PHIL 364 - Gender and Philosophy Credits: 3
- PSY 381 - Psychology of Gender Credits: 3
- RTV 499 - Special Topics Credits: 3
(approved RTV 499 topic: Media & Female Athletes)
- SOC 370 - Seminar in Sociology Credits: 3
(approved SOC 370 topics: Hate Groups/Hate Crimes; Race, Class, Gen-Pop Culture; Gender at Work; Women & Work)
- SOC 431 - Gender and Society Credits: 3

Additional Information

An internship in the broadcast media, practicum work, and/or a broadcast workshop with the campus radio station and TV studio are highly recommended for the junior or senior year.

Communication Studies Minor

21 hours; C or better required in all courses; 2.25 minor GPA required

Required Courses (15 hours)

- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- CMST 201 - Introduction to Communication Studies Credits: 3
- CMST 203 - Introduction to Performance Studies Credits: 3
- CMST 204 - Business and Professional Communication Credits: 3
- CMST 301 - Communication Criticism and Analysis Credits: 3

Communication Studies Electives (6 hours)

(as directed by advisor)

- CMST 303 - Introduction to Persuasion Credits: 3
- CMST 308 - Rhetoric and Diversity Credits: 3
- CMST 313 - Advanced Performance Studies Credits: 3
- CMST 314 - Organizational Communication Credits: 3
- CMST 315 - Readers Theatre Credits: 3
- CMST 317 - Intercultural Communication Credits: 3
- CMST 318 - Conflict, Mediation and Negotiation Credits: 3
- CMST 400 - Independent Study in Communication Studies Credits: 1-3
- CMST 402 - Gender, Communication, and Culture Credits: 3

- CMST 407 - Communication and Healthcare Credits: 3
- CMST 410 - Seminar in Interpersonal Communication Credits: 3
- CMST 414 - Oral Traditions Credits: 3
- CMST 420 - Seminar in Organizational Communication Credits: 3
- CMST 427 - Family Communication Credits: 3
- CMST 430 - Seminar in Rhetoric Credits: 3
- CMST 498 - Internship in Communication Studies Credits: 3
- CMST 499 - Special Topics in Communication Studies Credits: 3

Journalism Minor

24 hours; C or better required in all courses; 2.25 minor GPA required

Required Courses (21 hours)

- COMM 192 - Introduction to Mass Communication Credits: 3
- JRN 273 - Digital Photography Credits: 3 or
- RTV 255 - Media Production Credits: 3
- JRN 281 - Basic Reporting Credits: 3
- JRN 374 - Internet Communications Credits: 3 or
- JRN 386 - Editing and Layout Credits: 3
- JRN 388 - Online Journalism Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3

Select ONE from

- JRN 381 - Advanced Reporting Credits: 3
- JRN 383 - Editorial Writing Credits: 3
- JRN 384 - Feature Writing Credits: 3
- JRN 484 - Literary Journalism Credits: 3
- JRN 488 - Digital Storytelling Credits: 3

Communications Electives

Three hours of upper-level courses as directed by advisor.

Journalism Teaching Minor

24 hours; C or better required in all courses; 2.75 minor GPA required

Teacher Certification

Note: Review the College of Liberal Arts teacher certification policy in the College of Liberal Arts section of this bulletin. In addition to a teaching minor in journalism, in order to teach journalism in Indiana secondary schools, a student must have a teaching major in another discipline.

Required Courses (24 hours)

- COMM 192 - Introduction to Mass Communication Credits: 3
- JRN 273 - Digital Photography Credits: 3 or
- RTV 255 - Media Production Credits: 3
- JRN 281 - Basic Reporting Credits: 3
- JRN 374 - Internet Communications Credits: 3 or
- JRN 386 - Editing and Layout Credits: 3
- JRN 388 - Online Journalism Credits: 3
- JRN 385 - Supervision of Student Publication Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3

Select ONE from

- JRN 381 - Advanced Reporting Credits: 3
- JRN 383 - Editorial Writing Credits: 3
- JRN 384 - Feature Writing Credits: 3
- JRN 484 - Literary Journalism Credits: 3
- JRN 488 - Digital Storytelling Credits: 3

Public Relations and Advertising Minor

24 hours; C or better required in all courses; 2.25 minor GPA required

Required Courses (12 hours)

- ADV 101 - Introduction to Advertising Credits: 3
- PRL 101 - Introduction to Public Relations Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3
- COMM 495 - Mass Communication Research Credits: 3

Communication Electives (12 hours)

12 hours of electives, nine of which must be upper-level as directed by a public relations or advertising advisor. Nine of the hours must be in advertising or public relations.

Radio and Television Minor

24 hours; C or better required in all courses; 2.25 minor GPA required

Required Courses (15 hours)

- RTV 151 - Survey of Contemporary Broadcasting Credits: 3
- RTV 255 - Media Production Credits: 3
- RTV 351 - Radio-Television Performance Credits: 3
- RTV 354 - Writing for Electronic Media Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3

Communications Electives (9 hours)

Nine hours of coursework as directed by advisor.

English

Students majoring in English enter a course of study leading to either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Arts requires the study of a non-English modern or classical language through the intermediate (204) level. The English program offers majors and minors with emphases in Literature, Creative Writing, Rhetoric and Writing, and English Teaching. In cooperation with the College of Business, the English program also offers a Minor in Entrepreneurship for English Majors. A student who is not an English major or minor may earn a writing concentration certificate by completing 15 hours of advanced writing courses.

English in the University Core Curriculum

English courses meet several criteria in the University Core Curriculum, depending on the particular content of the course.

Goal A1—Composition/Speech:

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3

Goal B1—Ethics:

- ENG 222 - Concepts of Good and Evil in Literature Credits: 3

Goal B2—The Arts:

- ENG 105 - Introduction to Literature Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 285 - Introduction to Film Credits: 3
- ENG 286 - Classical Mythology Credits: 3
- ENG 302 - Creative Writing Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3

Goal C2—Individual Development/Social Behavior:

- ENG 330 - Ethnic Literature in America Credits: 3

Goal C5—Global Communities:

- ENG 231 - African American Literature Credits: 3
- ENG 386 - World Mythology Credits: 3

English Major, Creative Writing Emphasis, B.A. Only

42 hours; 2.0 major GPA required

English Major

Notes: (1) English majors are normally expected to use HUM 241-242 The Western Tradition in Literature I-II to fulfill Category C4: Western Culture in the University Core Curriculum. (2) ENG 101 and ENG 201 do not fulfill any requirements for any major or minor in English or English teaching.

English Courses (21 hours)

Shared English Core (12 hours)

All English majors (and some English minors) are required to complete a 12-hour shared core of courses:

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 301 - Advanced Composition Credits: 3

Shared English Electives (9 hours)

All English majors (and some English minors) are required to complete nine hours of shared electives at the 300 and 400 level:

English Language (3 hours) Selected From

- ENG 313 - Introduction to Linguistics Credits: 3
- ENG 314 - Survey of English Grammars Credits: 3
- ENG 417 - History of the English Language Credits: 3

Theory (3 hours) Selected From

- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

World and Multicultural Literature (3 hours) Selected From

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 381 - Medieval World Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3

Bachelor of Arts Degree in English with Creative Writing Emphasis

Requires 12 hours in a non-English modern or classical language.

Required Courses (9 hours)

- ENG 302 - Creative Writing Credits: 3
- ENG 402 - Advanced Creative Writing Credits: 3
- ENG 491 - The Writer at Work Credits: 3

Directed electives (12 hours)

At the 300 and 400 level as follows:

Choose One of the Following (3 hours)

- ENG 303 - Poetry Workshop Credits: 3
- ENG 304 - Fiction Workshop Credits: 3

Choose One of the Following (3 hours)

- ENG 305 - Creative Non-Fiction Workshop Credits: 3
- ENG 307 - Screenwriting Workshop Credits: 3
- ENG 361 - Playwriting Credits: 3

Choose One of the Following (3 hours)

- ENG 432 - Twentieth-Century Poetry Credits: 3
- ENG 437 - Contemporary Fiction Credits: 3

Choose One of the Following (3 hours)

- ENG 449 - Major Author Credits: 3
- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3
- ENG 453 - Shakespeare's Comedies and Romances Credits: 3

English Major, Literature Emphasis, B.A. Only

42 hours; 2.0 major GPA required

English Major

Notes: (1) English majors are normally expected to use HUM 241-242 The Western Tradition in Literature I-II to fulfill Category C4: Western Culture in the University Core Curriculum. (2) ENG 101 and ENG 201 do not fulfill any requirements for any major or minor in English or English teaching.

English Courses (21 hours)

Shared English Core (12 hours)

All English majors (and some English minors) are required to complete a 12-hour shared core of courses:

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 301 - Advanced Composition Credits: 3

Shared English Electives (9 hours)

All English majors (and some English minors) are required to complete nine hours of shared electives at the 300 and 400 level:

English Language (3 hours) Selected From

- ENG 313 - Introduction to Linguistics Credits: 3
- ENG 314 - Survey of English Grammars Credits: 3
- ENG 417 - History of the English Language Credits: 3

Theory (3 hours) Selected From

- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

World and Multicultural Literature (3 hours) Selected From

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3

- ENG 381 - Medieval World Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3

Bachelor of Arts Degree in English with Literature Emphasis

Requires 12 hours in a non-English modern or classical language.

Directed electives (12 hours)

(300-400 level) as follows:

One Literature Course (3 hours)

Focusing on the period before the 18th Century:

- ENG 382 - Literature of the Bible Credits: 3
- ENG 424 - Chaucer Credits: 3
- ENG 426 - The Literature of the Renaissance Credits: 3
- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3
- ENG 453 - Shakespeare's Comedies and Romances Credits: 3
- ENG 473 - History of Western Drama I Credits: 3
- ENG 449 - Major Author Credits: 3 (topic must be approved)
- ENG 459 - Special Studies in English Credits: 1-6 (topic must be approved)

One Literature Course (3 hours)

Focusing on the 18th or 19th Century:

- ENG 427 - Neo-Classical and Eighteenth-Century Literature Credits: 3
- ENG 431 - Nineteenth-Century Literature Credits: 3
- ENG 435 - The Novel to the Twentieth Century Credits: 3
- ENG 474 - History of Western Drama II Credits: 3
- ENG 449 - Major Author Credits: 3 (topic must be approved)
- ENG 459 - Special Studies in English Credits: 1-6 (topic must be approved)

Shakespeare or Major Author (3 hours)

- ENG 424 - Chaucer Credits: 3
- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3
- ENG 453 - Shakespeare's Comedies and Romances Credits: 3
- ENG 449 - Major Author Credits: 3 (topic must be approved)
- ENG 459 - Special Studies in English Credits: 1-6 (topic must be approved)

Theory (Literary and Rhetorical) (3 hours)

- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

Upper-level Electives (9 hours)

At least six hours must be literature courses; ENG 302 excluded.

English Major, Rhetoric and Writing Emphasis, B.A./B.S.

42 hours; 2.0 major GPA required

English Major

Notes: (1) English majors are normally expected to use HUM 241-242 The Western Tradition in Literature I-II to fulfill Category C4: Western Culture in the University Core Curriculum. (2) ENG 101 and ENG 201 do not fulfill any requirements for any major or minor in English or English teaching.

English Courses (21 hours)

Shared English Core (12 hours)

All English majors (and some English minors) are required to complete a 12-hour shared core of courses:

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 301 - Advanced Composition Credits: 3

Shared English Electives (9 hours)

All English majors (and some English minors) are required to complete nine hours of shared electives at the 300 and 400 level:

English Language (3 hours) Selected From

- ENG 313 - Introduction to Linguistics Credits: 3
- ENG 314 - Survey of English Grammars Credits: 3
- ENG 417 - History of the English Language Credits: 3

Theory (3 hours) Selected From

- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

World and Multicultural Literature (3 hours) Selected From

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 381 - Medieval World Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3

Bachelor of Science Degree in English with Rhetoric and Writing Emphasis

This program is identical to the Bachelor of Arts Degree in English with Rhetoric and Writing Emphasis, except no non-English modern or classical language is required.

Bachelor of Arts Degree in English with Rhetoric and Writing Emphasis

Requires 12 hours in a non-English modern or classical language.

Directed Electives (21 hours)

(300-400 level) as follows:

Craft Courses (12 hours)

- ENG 316 - Critical and Investigative Writing Credits: 3
- ENG 411 - Writing in the Digital Age Credits: 3
- ENG 412 - Writing for the Professions Credits: 3
- ENG 491 - The Writer at Work Credits: 3
- and other courses as designated by the English Department.

Theory Courses (3-6 hours)

- ENG 413 - Theory in Rhetoric and Writing Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

Open English Electives (3-6 hours)

Select upper-level coursework to total 21 hours of electives; ENG 302 may not be selected as an elective.

English Teaching Major, B.A./B.S.

42 hours. A secondary education teaching major (grades 5-12)

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

English Major

Notes: (1) English majors are normally expected to use HUM 241-242 The Western Tradition in Literature I-II to fulfill Category C4: Western Culture in the University Core Curriculum. (2) ENG 101 and ENG 201 do not fulfill any requirements for any major or minor in English or English teaching.

English Courses (21 hours)

Shared English Core (12 hours)

All English majors (and some English minors) are required to complete a 12-hour shared core of courses:

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 301 - Advanced Composition Credits: 3

Shared English Electives (9 hours)

All English majors (and some English minors) are required to complete nine hours of shared electives at the 300 and 400 level:

English Language (3 hours) Selected From

- ENG 313 - Introduction to Linguistics Credits: 3
- ENG 314 - Survey of English Grammars Credits: 3
- ENG 417 - History of the English Language Credits: 3

Theory (3 hours) Selected From

- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

World and Multicultural Literature (3 hours) Selected From

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 381 - Medieval World Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3

Bachelor of Science Degree, English Teaching Major

This program is identical to the Bachelor of Arts Degree in English with Teaching Emphasis, except no non-English modern or classical language is required.

Bachelor of Arts Degree, English Teaching Major

Requires 12 hours in a non-English modern or classical language.

Note: Students entering the English teaching program should review the College of Liberal Arts Teacher Certification Policy.

Directed Electives (21 hours)

Shakespeare (3 hours)

- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3 **or**
- ENG 453 - Shakespeare's Comedies and Romances Credits: 3

English Teaching (6 hours)

- ENG 310 - Writing in the Secondary Schools Credits: 3 **and**
- ENG 444 - Literature in the Secondary Schools Credits: 3

Literature Electives (6 hours)

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3
- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 424 - Chaucer Credits: 3
- ENG 425 - Milton: Prose and Poetry Credits: 3
- ENG 426 - The Literature of the Renaissance Credits: 3
- ENG 427 - Neo-Classical and Eighteenth-Century Literature Credits: 3
- ENG 431 - Nineteenth-Century Literature Credits: 3
- ENG 432 - Twentieth-Century Poetry Credits: 3
- ENG 435 - The Novel to the Twentieth Century Credits: 3
- ENG 436 - The Novel of the Twentieth Century Credits: 3
- ENG 437 - Contemporary Fiction Credits: 3
- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3
- ENG 453 - Shakespeare's Comedies and Romances Credits: 3
- ENG 473 - History of Western Drama I Credits: 3
- ENG 474 - History of Western Drama II Credits: 3

- ENG 499 - Seminar in Literature and Language Credits: 3

Open Electives (6 hours)

English coursework at the 300-400 level; may include theory, literature, rhetoric, and writing.

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Creative Writing Minor

24 hours; 2.0 minor GPA required

Core (9 hours)

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3 **or**
- ENG 265 - Introduction to American Literary History Credits: 3

Upper level literature course Credits: 3

Limited Electives (6 hours)

3 hours in theory selected from:

- ENG 415 - History of Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3

3 hours in world and multicultural literature selected from:

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3

Required Courses (6 hours)

- ENG 302 - Creative Writing Credits: 3
- ENG 402 - Advanced Creative Writing Credits: 3

Directed Electives (3 hours)

In an advanced workshop, selected from:

- ENG 303 - Poetry Workshop Credits: 3
- ENG 304 - Fiction Workshop Credits: 3
- ENG 305 - Creative Non-Fiction Workshop Credits: 3
- ENG 307 - Screenwriting Workshop Credits: 3

English Teaching Minor

27 hours; 2.75 minor GPA required

Note: Students entering the English teaching program should review the College of Liberal Arts Teacher Certification Policy.

English Courses (21 hours)

Shared English Core (12 hours)

All English majors (and some English minors) are required to complete a 12-hour shared core of courses:

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 301 - Advanced Composition Credits: 3

Shared English Electives (9 hours)

All English majors (and some English minors) are required to complete nine hours of shared electives at the 300 and 400 level:

English Language (3 hours) Selected From

- ENG 313 - Introduction to Linguistics Credits: 3
- ENG 314 - Survey of English Grammars Credits: 3
- ENG 417 - History of the English Language Credits: 3

Theory (3 hours) Selected From

- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

World and Multicultural Literature (3 hours) Selected From

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 381 - Medieval World Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3

Directed Electives (6 hours)

Rhetoric or Composition Theory-Related Course (3 hours)

- ENG 310 - Writing in the Secondary Schools Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3

Shakespeare or Another Major Author (3 hours)

- ENG 449 - Major Author Credits: 3
- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3
- ENG 453 - Shakespeare's Comedies and Romances Credits: 3

Entrepreneurship Minor, English Emphasis

18 hours

The Entrepreneurship minor is offered through the College of Business. Students may choose to fulfill the 9 hour directed electives component of the minor by selecting among approved English coursework.

Required Business classes (9 hours)

- MNGT 352 - Entrepreneurship Ideation and Innovation Credits: 3
- MNGT 353 - Entrepreneurship Feasibility Analysis and Business Plan Development Credits: 3
- MNGT 354 - Strategic Entrepreneurship Credits: 3

Directed Electives in English (9 hours)

Selected from the following courses:

- ENG 316 - Critical and Investigative Writing Credits: 3
- ENG 319 - Fundamentals of Grant Writing Credits: 3
- ENG 411 - Writing in the Digital Age Credits: 3
- ENG 412 - Writing for the Professions Credits: 3
- ENG 414 - Intercultural Technical Writing Credits: 3
- ENG 419 - Advanced Grant Writing Credits: 3
- ENG 498 - Internship in English Credits: 3

Literature Minor

24 hours; 2.0 minor GPA required

Shared Core (12 hours)

All English majors (and some English minors) are required to complete a 12-hour shared core of courses:

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 301 - Advanced Composition Credits: 3

Directed Electives (12 hours)

3 hours in Theory Selected From

- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

3 hours in World and Multicultural Literature Selected From

- ENG 330 - Ethnic Literature in America Credits: 3
- ENG 371 - Non-Western World Literature Credits: 3
- ENG 372 - Western World Literature Credits: 3
- ENG 375 - Modern Canadian Literature Credits: 3
- ENG 382 - Literature of the Bible Credits: 3
- ENG 386 - World Mythology Credits: 3

3 hours in Shakespeare or Another Major Author

- ENG 424 - Chaucer Credits: 3
- ENG 451 - Shakespeare's Histories and Tragedies Credits: 3
- ENG 453 - Shakespeare's Comedies and Romances Credits: 3
- ENG 449 - Major Author Credits: 3 (topic must be approved)
- ENG 459 - Special Studies in English Credits: 1-6 (topic must be approved)

3 hours of Literature at the 300-400 Level

Advisor approved elective

Rhetoric and Writing Minor

24 hours; 2.0 minor GPA required

Core (9 hours)

- ENG 205 - Introduction to English Studies and Ways of Reading Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3 or
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 301 - Advanced Composition Credits: 3

Limited Electives (6 hours)

At the 300 and 400 level as follows:

3 hours in Literary Theory selected from:

- ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory Credits: 3
- ENG 448 - Literary Criticism and Theory Credits: 3

3 hours in Rhetorical Studies selected from:

- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3

Directed Electives (6-9 hours)

At the 300 and 400 level, selected from the following:

- ENG 316 - Critical and Investigative Writing Credits: 3
- ENG 411 - Writing in the Digital Age Credits: 3
- ENG 412 - Writing for the Professions Credits: 3
- ENG 491 - The Writer at Work Credits: 3

Open English Electives (3 hours)

If needed, to total nine hours of electives; ENG 302 is excluded.

Writing Certificate, Creative Writing Concentration

15 hours

The English Department offers two writing concentration certificates: The Writing Concentration and The Creative Writing Concentration. No notation of the certificate will be listed on a student's official transcript.

Required Courses

Select 15 hours from among the following courses:

- ENG 302 - Creative Writing Credits: 3
- ENG 305 - Creative Non-Fiction Workshop Credits: 3
- ENG 307 - Screenwriting Workshop Credits: 3
- ENG 361 - Playwriting Credits: 3
- ENG 303 - Poetry Workshop Credits: 3
- ENG 304 - Fiction Workshop Credits: 3
- ENG 402 - Advanced Creative Writing Credits: 3
- ENG 491 - The Writer at Work Credits: 3

Writing Certificate, Writing Concentration

15 hours

The English Department offers two writing concentration certificates: The Writing Concentration and The Creative Writing Concentration. No notation of the certificate will be listed on a student's official transcript.

Required Courses

Select 15 hours from among the following courses:

- ENG 301 - Advanced Composition Credits: 3
- ENG 316 - Critical and Investigative Writing Credits: 3
- ENG 411 - Writing in the Digital Age Credits: 3
- ENG 412 - Writing for the Professions Credits: 3
- ENG 415 - History of Rhetoric Credits: 3
- ENG 416 - Contemporary Issues in Rhetoric Credits: 3
- ENG 417 - History of the English Language Credits: 3
- ENG 491 - The Writer at Work Credits: 3

Intensive English Program (IEP)

The Intensive English Program (IEP) at USI helps international students, scholars, and professionals to develop English language skills, academic strategies, and cultural knowledge necessary for success in academic programs and professional settings in the United States.

The program provides non-native English-speaking students with the resources and opportunities to develop their listening, speaking, reading, and writing skills to a level appropriate for university study and to equip them with the academic strategies necessary for successful study in a language and culture that may differ from their native language and/or culture. The IEP also prepares students to pass proficiency standards for the TOEFL test.

Upon successful completion of the Intensive English Program, a written exam administered by USI's Composition Program and English Department will be used to determine placement into the appropriate level of freshman composition: ENG100/101/201.

Program Format

The IEP will be structured according to the levels of proficiency identified by the American Council on the Teaching of Foreign Languages (ACTFL). Each level will include courses in listening, speaking, reading, writing, and culture to be administered in eight-week terms with twenty-five hours of instruction per week. Units will provide students with initial intensive skills instruction in the four skills with embedded cultural learning before emphasizing any specific skill.

Please see GENS 094, 095, and 096 courses that apply to this program.

History

The purpose of history is to develop an understanding of the past in order to live wisely in a diverse and global community. History offers original and indispensable ways of looking at human experience because it distinguishes and evaluates continuity amid the forces of change. By means of historical inquiry, the modern world is seen as shaped by the past. History prepares individuals to live wisely in a diverse and global community by teaching them to understand, analyze and interpret the past, evaluate critically the way in which the past shapes the current world, and develop the skills that allow them to communicate their knowledge and ideas effectively.

As a discipline, history educates all students for a variety of careers. History majors and minors are prepared to pursue graduate and professional programs in history and related fields. In addition to teaching, they find careers in diverse areas that include law, public administration, library science, museum and historic site management, business, medicine, and the ministry.

History Major, B.A./B.S.

36 hours; 2.5 major GPA required

Required Courses (15 hours)

- HIST 261 - Early World History to 1300 Credits: 3
- HIST 262 - Early Modern World History, 1300 - 1700 Credits: 3
- HIST 263 - Modern World History, 1700 - present Credits: 3
- HIST 298 - Historical Methods Credits: 3
- HIST 498 - Senior Seminar in American History Credits: 3 or
- HIST 499 - Senior Seminar in World History Credits: 3

Elective Courses (21 hours)

History majors must select nine hours from one of the elective areas of history, and six hours from each of the other two areas:

Area I - United States History

Area II - European History

Area III - African, Asian, Latin American, Middle Eastern, and Russian/Soviet History

HIST 498 and/or HIST 499 will be counted in the appropriate elective area if taken as different topics.

History Teaching (optional)

For students seeking licensure to teach history (5-12), the optional History Teaching track emphasizes identified courses of greatest benefit. In response to changes in teacher licensing and preparation, a multi-subject Social Science Secondary Education degree is no longer offered. Under the new system students are required to complete a degree in a particular social science area, such as history, and the Secondary Education Minor.

Students seeking to teach history as a secondary school teacher (grades 5-12) are required to complete the History Teaching major, 6 additional hours (shown below) and the secondary education licensure minor.

- POLS 102 - Introduction to American Politics Credits: 3
- GEOG 112 - Earth System Science Credits: 3 or
- GEOG 330 - World Geography Credits: 3

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

History Minor

24 hours; 2.5 minor GPA required

Required Courses (12 hours)

- HIST 261 - Early World History to 1300 Credits: 3
- HIST 262 - Early Modern World History, 1300 - 1700 Credits: 3
- HIST 263 - Modern World History, 1700 - present Credits: 3
- HIST 298 - Historical Methods Credits: 3

Elective Courses (12 hours)

History minors must select a minimum of 12 hours from the elective areas of history listed below. No more than six hours may be taken from any one area.

Area I - United States History

Area II - European History

Area III - African, Asian, Latin American, Middle Eastern, and Russian/Soviet History

HIST 498 and/or HIST 499 will be counted in the appropriate elective area if taken twice.

Social Science Teaching Minor for Elementary Education or Junior High/Middle School

24 hours

A minor in social science with an emphasis in historical perspectives is designed specifically to meet the needs of the prospective elementary or junior high/middle school teacher. This minor may be used only in combination with a major of Elementary Education or Special Education. This minor may not be used in combination with a teaching major at the secondary education level (or Early Childhood, or a non-teaching major). **This minor will not lead to licensure in social sciences for secondary education.** Certification for high school teachers in any of the social sciences requires completion of the complete degree and the Secondary Education Minor.

Required Courses (21 hours)

- HIST 101 - The United States to 1865 Credits: 3 or
- HIST 102 - The United States since 1865 Credits: 3
- HIST 111 - World Civilizations I, Beginnings to 1500 Credits: 3 or
- HIST 112 - World Civilizations II, 1500-Present Credits: 3
- HIST 298 - Historical Methods Credits: 3
- 300-level U.S., European, or World history Credits: 3
- POLS 102 - Introduction to American Politics Credits: 3
- SOC 121 - Principles of Sociology Credits: 3
- GEOG 112 - Earth System Science Credits: 3 or
- GEOG 330 - World Geography Credits: 3

Elective (3 hours)

Chosen from:

- ECON 175 - Fundamentals of Economics Credits: 3
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3
- GEOL 101 - Prehistoric Life Credits: 3

Modern and Classical Languages

The faculty of the Department of Modern and Classical Languages is committed to providing students with language skills and cultural knowledge for professional and academic careers in the 21st century. We foster and strengthen communication among widely diverse constituencies at home and abroad through outreach programs, sustained partnerships and international study. As language-sensitive and language-functional citizens, we foster respect for others.

The department offers majors, minors, and teacher certification in French Studies, German Studies, and Spanish Studies. Latin students may choose a minor in Classical Studies. In addition, the department offers coursework through the advanced level in Japanese and the intermediate level in Arabic and Chinese.

French Studies Major, B.A.

30 hours; 2.0 major GPA required

French Studies Major

Required courses (21 hours)

- FREN 203 - Intermediate French I Credits: 3
- FREN 204 - Intermediate French II Credits: 3

- FREN 205 - Cultural Contexts for Conversation Credits: 3
- FREN 306 - Advanced French I Credits: 3
- FREN 307 - Advanced French II Credits: 3
- FREN 308 - Francophone Cultures Credits: 3
- FREN 325 - Introduction to Francophone Literature Credits: 3

Elective courses (9 hours)

6 hours must be taught in French

- FREN 275 - The French Film Credits: 3 or
- FREN 365 - Introduction to Applied Linguistics Credits: 3
- FREN 344 - Francophone Literature in Translation Credits: 3
- FREN 415 - French Civilization Credits: 3
- FREN 416 - 17th and 18th Centuries French Literature Credits: 3
- FREN 417 - 19th and 20th Centuries French Literature Credits: 3
- FREN 460 - Internship in French Credits: 1-6
- FREN 490 - Special Topics in French Credits: 3
- FREN 499 - Individual Study in French Credits: 1-3

Optional Concentration in Language and International Trade

Language majors may opt for a concentration in international trade and business. This concentration combines the study of a non-English modern or classical language (French, German, or Spanish) with a business core, culminating in an internship in an international business or organization.

Concentration in Language and International Trade

Required business courses (30 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 or
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- MNGT 445 - International Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3 or
- MATH 241 - Principles of Statistics Credits: 3
- directed business electives Credits: 6

Required courses outside the College of Business (13 hours)

- MATH 111 - College Algebra Credits: 4
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3

French Studies Teaching Major, B.A.

A secondary education teaching major (grades 5-12).

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

French Studies Teaching Major (36 hours)

Required courses (24 hours)

- FREN 203 - Intermediate French I Credits: 3
- FREN 204 - Intermediate French II Credits: 3
- FREN 205 - Cultural Contexts for Conversation Credits: 3
- FREN 306 - Advanced French I Credits: 3
- FREN 307 - Advanced French II Credits: 3
- FREN 308 - Francophone Cultures Credits: 3
- FREN 325 - Introduction to Francophone Literature Credits: 3
- FREN 365 - Introduction to Applied Linguistics Credits: 3

Elective courses (12 hours)

12 hours selected from French course offerings as directed by advisor (excluding FREN 101 and FREN 102)

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Optional Concentration in Language and International Trade

Language majors may opt for a concentration in international trade and business. This concentration combines the study of a non-English modern or classical language (French, German, or Spanish) with a business core, culminating in an internship in an international business or organization.

Concentration in Language and International Trade

Required business courses (30 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 **or**
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- MNGT 445 - International Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3 **or**
- MATH 241 - Principles of Statistics Credits: 3
- directed business electives Credits: 6

Required courses outside the College of Business (13 hours)

- MATH 111 - College Algebra Credits: 4
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3

German Studies Major, B.A.

30 hours; 2.0 major GPA required

German Studies Major

Required courses (21 hours)

- GERM 203 - Intermediate German I Credits: 3
- GERM 204 - Intermediate German II Credits: 3
- GERM 205 - Cultural Contexts for Conversation Credits: 3
- GERM 306 - Advanced German I Credits: 3
- GERM 307 - Advanced German II Credits: 3
- GERM 308 - Germanic Cultures Credits: 3
- GERM 325 - Introduction to German Literature Credits: 3

Elective Courses (9 hours)

6 hours must be taught in German.

- GERM 275 - The German Film Credits: 3 **or**
- GERM 365 - Introduction to Applied Linguistics Credits: 3
- GERM 334 - Introduction to Modern German Drama Credits: 3
- GERM 335 - German for the Professional Credits: 3
- GERM 344 - Germanic Literature in Translation Credits: 3
- GERM 412 - Berlin: Tale of a City Credits: 3
- GERM 460 - Internship in German Credits: 1-6
- GERM 490 - Special Topics in German Credits: 3
- GERM 499 - Individual Study in German Credits: 1-3

Optional Concentration in Language and International Trade

Language majors may opt for a concentration in international trade and business. This concentration combines the study of a non-English modern or classical language (French, German, or Spanish) with a business core, culminating in an internship in an international business or organization.

Concentration in Language and International Trade

Required business courses (30 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 **or**
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- MNGT 445 - International Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3 **or**
- MATH 241 - Principles of Statistics Credits: 3
- directed business electives Credits: 6

Required courses outside the College of Business (13 hours)

- MATH 111 - College Algebra Credits: 4
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3

German Studies Teaching Major, B.A.

A secondary education teaching major (grades 5-12).

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

German Studies Teaching Major (36 hours)

Required courses (24 hours)

- GERM 203 - Intermediate German I Credits: 3
- GERM 204 - Intermediate German II Credits: 3
- GERM 205 - Cultural Contexts for Conversation Credits: 3
- GERM 306 - Advanced German I Credits: 3
- GERM 307 - Advanced German II Credits: 3
- GERM 308 - Germanic Cultures Credits: 3
- GERM 325 - Introduction to German Literature Credits: 3
- GERM 365 - Introduction to Applied Linguistics Credits: 3

Elective courses (12 hours)

12 hours selected from German course offerings as directed by advisor (excluding GERM 101 and GERM 102).

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Optional Concentration in Language and International Trade

Language majors may opt for a concentration in international trade and business. This concentration combines the study of a non-English modern or classical language (French, German, or Spanish) with a business core, culminating in an internship in an international business or organization.

Concentration in Language and International Trade

Required business courses (30 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 **or**
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- MNGT 445 - International Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3 **or**
- MATH 241 - Principles of Statistics Credits: 3
- directed business electives Credits: 6

Required courses outside the College of Business (13 hours)

- MATH 111 - College Algebra Credits: 4
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3

Spanish Studies Major, B.A.

Spanish Studies Major

30 credit hours; 2.0 major GPA required

Required Courses (21 hours)

- SPAN 203 - Intermediate Spanish I Credits: 3
- SPAN 204 - Intermediate Spanish II Credits: 3
- SPAN 205 - Cultural Contexts for Conversation Credits: 3
- SPAN 306 - Advanced Spanish I Credits: 3
- SPAN 307 - Advanced Spanish II Credits: 3
- SPAN 308 - Hispanic Cultures Credits: 3
- SPAN 325 - Introduction to Hispanic Literature Credits: 3

Elective courses (9 hours)

6 hours must be taught in Spanish.

- SPAN 275 - The Hispanic Film Credits: 3 **or**
- SPAN 365 - Introduction to Applied Linguistics Credits: 3
- SPAN 303 - Spanish for Heritage Speakers Credits: 3
- SPAN 332 - US Latino Literature and Culture Credits: 3
- SPAN 333 - Afro-Latin American Studies Credits: 3
- SPAN 335 - Spanish for the Professional Credits: 3
- SPAN 344 - Hispanic Literature in Translation Credits: 3
- SPAN 402 - Composition and Stylistics Credits: 3
- SPAN 411 - Spanish Linguistics I Credits: 3
- SPAN 412 - Spanish Linguistics II Credits: 3
- SPAN 413 - Spanish American Narrative Credits: 3
- SPAN 414 - Hispanic Poetry Credits: 3
- SPAN 415 - The Hispanic Essay Credits: 3
- SPAN 417 - Hispanic Drama Credits: 3
- SPAN 454 - Golden Age Drama Credits: 3
- SPAN 476 - Span Novel 19th Cent Credits: 3
- SPAN 460 - Internship in Spanish Credits: 1-6
- SPAN 490 - Special Topics in Spanish Credits: 3
- SPAN 499 - Individual Study in Spanish Credits: 1-3

Optional Concentration in Language and International Trade

Language majors may opt for a concentration in international trade and business. This concentration combines the study of a non-English modern or classical language (French, German, or Spanish) with a business core, culminating in an internship in an international business or organization.

Concentration in Language and International Trade

Required business courses (30 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 **or**
- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3

- MKTG 305 - Principles of Marketing Credits: 3
- MNGT 445 - International Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3 or
- MATH 241 - Principles of Statistics Credits: 3
- directed business electives Credits: 6

Required courses outside the College of Business (13 hours)

- MATH 111 - College Algebra Credits: 4
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3

Spanish Studies Teaching Major, B.A.

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Spanish Studies Teaching Major (36 hours)

Required Courses (24 hours)

- SPAN 203 - Intermediate Spanish I Credits: 3
- SPAN 204 - Intermediate Spanish II Credits: 3
- SPAN 205 - Cultural Contexts for Conversation Credits: 3
- SPAN 306 - Advanced Spanish I Credits: 3
- SPAN 307 - Advanced Spanish II Credits: 3
- SPAN 308 - Hispanic Cultures Credits: 3
- SPAN 325 - Introduction to Hispanic Literature Credits: 3
- SPAN 365 - Introduction to Applied Linguistics Credits: 3

Elective Courses (12 hours)

12 hours selected from Spanish course offerings as directed by advisor (excluding SPAN 101 and SPAN 102).

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Optional Concentration in Language and International Trade

Language majors may opt for a concentration in international trade and business. This concentration combines the study of a non-English modern or classical language (French, German, or Spanish) with a business core, culminating in an internship in an international business or organization.

Concentration in Language and International Trade

Required business courses (30 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- FIN 201 - Fundamentals of Finance Credits: 3 or

- FIN 305 - Business Finance Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3
- MNGT 445 - International Business Credits: 3
- ECON 265 - Elementary Statistics Credits: 3 or
- MATH 241 - Principles of Statistics Credits: 3
- directed business electives Credits: 6

Required courses outside the College of Business (13 hours)

- MATH 111 - College Algebra Credits: 4
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3

French Studies Minor

18 hours; 2.0 minor GPA required

Required courses (18 hours)

- FREN 203 - Intermediate French I Credits: 3
- FREN 204 - Intermediate French II Credits: 3
- FREN 205 - Cultural Contexts for Conversation Credits: 3
- FREN 306 - Advanced French I Credits: 3
- FREN 307 - Advanced French II Credits: 3
- FREN 308 - Francophone Cultures Credits: 3

French Studies Teaching Minor

24 hours; 2.75 minor GPA required

Required courses (24 hours)

- FREN 203 - Intermediate French I Credits: 3
- FREN 204 - Intermediate French II Credits: 3
- FREN 205 - Cultural Contexts for Conversation Credits: 3
- FREN 306 - Advanced French I Credits: 3
- FREN 307 - Advanced French II Credits: 3
- FREN 308 - Francophone Cultures Credits: 3
- FREN 325 - Introduction to Francophone Literature Credits: 3
- FREN 365 - Introduction to Applied Linguistics Credits: 3

German Studies Minor

18 hours; 2.0 minor GPA required

Required courses (18 hours)

- GERM 203 - Intermediate German I Credits: 3
- GERM 204 - Intermediate German II Credits: 3
- GERM 205 - Cultural Contexts for Conversation Credits: 3
- GERM 306 - Advanced German I Credits: 3
- GERM 307 - Advanced German II Credits: 3
- GERM 308 - Germanic Cultures Credits: 3

German Studies Teaching Minor

24 hours; 2.75 minor GPA required

Required courses (24 hours)

- GERM 203 - Intermediate German I Credits: 3
- GERM 204 - Intermediate German II Credits: 3
- GERM 205 - Cultural Contexts for Conversation Credits: 3
- GERM 306 - Advanced German I Credits: 3
- GERM 307 - Advanced German II Credits: 3
- GERM 308 - Germanic Cultures Credits: 3
- GERM 325 - Introduction to German Literature Credits: 3
- GERM 365 - Introduction to Applied Linguistics Credits: 3

Spanish Studies Minor

18 hours; 2.0 minor GPA required

Required courses (18 hours)

- SPAN 203 - Intermediate Spanish I Credits: 3
- SPAN 204 - Intermediate Spanish II Credits: 3
- SPAN 205 - Cultural Contexts for Conversation Credits: 3
- SPAN 306 - Advanced Spanish I Credits: 3
- SPAN 307 - Advanced Spanish II Credits: 3
- SPAN 308 - Hispanic Cultures Credits: 3

Spanish Studies Teaching Minor

24 hours; 2.75 minor GPA required

Required courses (24 hours)

- SPAN 203 - Intermediate Spanish I Credits: 3
- SPAN 204 - Intermediate Spanish II Credits: 3
- SPAN 205 - Cultural Contexts for Conversation Credits: 3
- SPAN 306 - Advanced Spanish I Credits: 3
- SPAN 307 - Advanced Spanish II Credits: 3
- SPAN 308 - Hispanic Cultures Credits: 3
- SPAN 325 - Introduction to Hispanic Literature Credits: 3
- SPAN 365 - Introduction to Applied Linguistics Credits: 3

Performing Arts

The Department of Performing Arts oversees programs in theatre and music at USI. USI offers a baccalaureate program of study in theatre that enables students to progress in performance, design, and technology within the field. It also offers minors in general music, applied vocal music, and applied vocal music education. Both areas offer talent scholarships.

The Theatre Program

The USI Theatre Program presents students with exciting experiences that carry the work of the classroom forward into the practical realm of the University's fully produced season of plays, a season that ranges from such classic playwrights as Sophocles and Shakespeare to contemporary plays and musicals. There also is an extended connection between the academic program and New Harmony Theatre, the University's professional summer theatre program, and students often receive their first professional experience through the summer project. With dedicated mentoring and placement guidance from the faculty, many students begin to work in other professional summer theatres around the country during their study, so there are always opportunities to pursue, both in and out of the classroom.

As baccalaureate candidates, students prepare for a full range of possibilities following their college experience. While a strong professional focus is maintained throughout the program, the theatre major has far-ranging applications, greatly increasing students' sense of personal discipline, their critical thinking, and their communication skills. Graduates of the program are generally well-prepared for graduate study, specialized internships in the field, as well as for the professional world. Many will seek a career in teaching, combining their study with a secondary education field, such as English.

The Theatre Program at USI believes strongly that theatre students, regardless of their area of focus, must have an appreciation for the theatre as a whole. It therefore requires a balance between performance and technical subject areas. All students are required to take some history or survey classes. Still, the program provides a great deal of flexibility, enabling performance students to choose acting, directing, and playwriting electives, while technology and design students may develop equally in the areas of lighting, scenery, and costume. Special topics classes are periodically offered to address the interests and needs of the students.

In addition to the major in Theatre Arts, a Theatre Arts minor and Theatre Education minor are both offered. The Theatre Arts minor permits students with other major programs of study to take a concentration of courses in any aspect of theatre to which they are drawn. The Theatre Education minor, taken in conjunction with a Secondary Education major, will permit this additional teaching certification.

The Music Program

The music program of the performing arts curriculum offers students throughout the University three minors in music to develop their musicianship through performance and study. The minors in general music and applied voice offer valuable experiences for performing arts students eager to build their musical credentials within the Theatre major. The minor in vocal music education offers students in the Education major the option of adding certification in the area of Elementary Music Education to their credentials. The various music ensembles maintain a performance calendar independent from that of the USI Theatre, as well as offer a number of performance-based scholarships.

Theatre Arts Major, B.A./B.S.

43 hours; C or better required in all courses; 2.0 major GPA required

Theatre Arts Major (43 hours)

Required Courses (25 hours)

- THTR 102 - Intro to Theatrical Production Credits: 3
- THTR 120 - Theatre Laboratory I Credits: 1 (take twice, 2 hours total)
- THTR 251 - Acting I Credits: 3
- THTR 320 - Theatre Laboratory II Credits: 1 (take twice, 2 hours total)

One of the following:

- THTR 224 - Production Technology Credits: 3
- THTR 234 - Costume Technology Credits: 3
- THTR 243 - Lighting Technology Credits: 3

Two of the following:

- THTR 327 - Scene Design Credits: 3
- THTR 337 - Costume Design Credits: 3
- THTR 347 - Lighting Design Credits: 3
- THTR 487 - Stage Directing Credits: 3

One from the following:

- THTR 371 - History of Theatre I Credits: 3
- THTR 473 - History of Western Drama I Credits: 3

One of the following:

- THTR 372 - History of Theatre II Credits: 3
- THTR 474 - History of Western Drama II Credits: 3

Electives (18 hours)

Note: Any of the courses in the grouped selections above not selected as a required class can be selected as an elective. Nine hours of the electives must be taken at the 300- to 400-level.

- THTR 101 - Introduction to Theatre Credits: 3
- THTR 150 - Practicum in Dance Credits: 3
- THTR 153 - Improvisational Theatre Credits: 3
- THTR 226 - Production Graphics Credits: 3
- THTR 235 - Stage Make-up Credits: 3
- THTR 236 - Costume Crafts Credits: 3
- THTR 252 - Acting II Credits: 3
- THTR 253 - Voice and Diction Credits: 3
- THTR 254 - Stage Combat Credits: 3
- THTR 260 - Intermediate Dance Practicum Credits: 3
- THTR 326 - Computer-Aided Design for Theatre Credits: 3
- THTR 351 - Acting III Credits: 3
- THTR 352 - Acting IV Credits: 3
- THTR 353 - Musical Theatre Performance I Credits: 3
- THTR 354 - Musical Theatre Performance II Credits: 3
- THTR 360 - Practicum in Dance, Advanced Level Credits: 3
- THTR 361 - Playwriting Credits: 3
- THTR 381 - Stage Management Credits: 3
- THTR 400 - Independent Study in Theatre Arts Credits: 1-3
- THTR 427 - Advanced Scene Design Credits: 3
- THTR 490 - Repertory Theatre Internship Credits: 3
- THTR 498 - Internship in Theatre Credits: 3
- THTR 499 - Special Topics in Theatre Arts Credits: 3

Applied Vocal Music Education Minor - approved for Spring 2014

27-31 hours

Core Curriculum Requirement

- MUS 202 - Introduction to Music Credits: 3 ***
*** May be taken concurrently with minor courses.
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3

Foundation Courses (16 hours)

- MUS 161 - Music Theory I Credits: 3
- MUS 162 - Music Theory II Credits: 3
- MUS 171 - Aural Skills I Credits: 1
- MUS 172 - Aural Skills II Credits: 1
- MUS 381 - Music History I Credits: 3
- MUS 382 - Music History II Credits: 3
- MUS 181 - Class Piano I Credits: 1
- MUS 182 - Class Piano II Credits: 1

Applied Voice - 4 hours culminating in a 2nd year recital

- MUS 210 - Applied Voice Credits: 1

Music Education Courses - 3 hours

- MUS 251 - Music and Movement in Elementary Schools Credits: 3

Ensembles (4 semesters from the following list)

- MUS 200 - USI Chamber Choir Credits: 2
- MUS 219 - USI Women's Choir Credits: 1

NOTE: Review the College of Liberal Arts teacher certification policy in the College of Liberal Arts section of this bulletin. In addition to a teaching minor in music, in order to teach music in Indiana secondary schools, a student must have a teaching major in another discipline.

Applied Vocal Music Performance Minor -- approved for Spring 2014

24-28 hours

Core Curriculum Requirement

- MUS 202 - Introduction to Music Credits: 3 ***
*** May be taken concurrently with minor courses.
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3

Foundation Courses (16 hours)

- MUS 161 - Music Theory I Credits: 3
- MUS 162 - Music Theory II Credits: 3
- MUS 171 - Aural Skills I Credits: 1
- MUS 172 - Aural Skills II Credits: 1
- MUS 381 - Music History I Credits: 3
- MUS 382 - Music History II Credits: 3
- MUS 181 - Class Piano I Credits: 1
- MUS 182 - Class Piano II Credits: 1

Applied Voice - 4 hours culminating in a 2nd year recital

Ensembles (4 semesters from the following list)

- MUS 200 - USI Chamber Choir Credits: 2
- MUS 219 - USI Women's Choir Credits: 1
- MUS 290 - USI Jazz Ensemble Credits: 2

General Music Minor -- approved for Spring 2014

20-24 hours

Core Curriculum Requirement

- MUS 202 - Introduction to Music Credits: 3 ***
*** May be taken concurrently with minor courses.
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3

Foundation Courses (16 hours)

- MUS 161 - Music Theory I Credits: 3
- MUS 162 - Music Theory II Credits: 3

- MUS 171 - Aural Skills I Credits: 1
- MUS 172 - Aural Skills II Credits: 1
- MUS 381 - Music History I Credits: 3
- MUS 382 - Music History II Credits: 3
- MUS 181 - Class Piano I Credits: 1
- MUS 182 - Class Piano II Credits: 1

Ensembles (4 semesters from the following list)

- MUS 200 - USI Chamber Choir Credits: 2
- MUS 219 - USI Women's Choir Credits: 1
- MUS 290 - USI Jazz Ensemble Credits: 2

Theatre Arts Minor

18 hours; C or better required in all courses; 2.0 minor GPA required

The theatre minor is offered in order to enable students with a decided passion for a particular area of theatre study, but who wish to pursue other interests, to realize a shorter, more specialized program of study.

Required Courses (6 hours)

- THTR 101 - Introduction to Theatre Credits: 3
- THTR 120 - Theatre Laboratory I Credits: 1
- THTR 320 - Theatre Laboratory II Credits: 1

Electives (12 hours)

Students may take any combination of THTR classes provided prerequisites are observed; six hours must be earned at the 300-level or above.

Theatre Education Teaching Minor

24 hours; 2.75 minor GPA required

Required Courses (24 hours)

- THTR 102 - Intro to Theatrical Production Credits: 3
- THTR 224 - Production Technology Credits: 3
- THTR 234 - Costume Technology Credits: 3
- THTR 243 - Lighting Technology Credits: 3
- THTR 251 - Acting I Credits: 3
- THTR 487 - Stage Directing Credits: 3
- THTR 371 - History of Theatre I Credits: 3 or
- THTR 372 - History of Theatre II Credits: 3

Choose one from:

- THTR 327 - Scene Design Credits: 3
- THTR 337 - Costume Design Credits: 3
- THTR 347 - Lighting Design Credits: 3

NOTE: Review the College of Liberal Arts teacher certification policy in the College of Liberal Arts section of this bulletin. In addition to a teaching minor in theatre, in order to teach theatre in Indiana secondary schools, a student must have a teaching major in another discipline.

Philosophy

Philosophy provides an excellent field of study for students planning to seek advanced degrees in law, philosophy, theology, politics, and other areas. The critical thinking and communications skills stressed in philosophy are a valuable complement to

most any career or field of study. Philosophy is an excellent complementary second major (only 30 credits) or minor (18 credits). Students pursue a Bachelor of Science or Bachelor of Arts degree. The latter, requiring 12 hours of a non-English modern or classical language, is preferable for those interested in more advanced degrees.

Philosophy Major, B.A./ B.S.

30 hours; 2.0 major GPA required

Required Courses (15 hours)

- PHIL 205 - Introduction to Logic Credits: 3 or
- PHIL 305 - Introduction to Symbolic Logic Credits: 3
- PHIL 350 - History of Philosophy I Credits: 3 or
- HUM 231 - The Western Tradition in Philosophy I Credits: 3
- PHIL 351 - History of Philosophy II Credits: 3 or
- HUM 232 - The Western Tradition in Philosophy II Credits: 3

Choose one from

- PHIL 344 - Contemporary Philosophy Credits: 3
- PHIL 418 - Metaphysics Credits: 3
- PHIL 420 - Theory of Knowledge Credits: 3
- PHIL 435 - Philosophy of Science Credits: 3

Choose one from

- PHIL 301 - Theoretical Ethics Credits: 3
- PHIL 363 - Bioethics Credits: 3
- PHIL 366 - Environmental Ethics Credits: 3
- PHIL 441 - Political and Legal Philosophy Credits: 3

Electives (15 hours)

15 hours selected from philosophy course offerings as directed by advisor. (No more than six total hours of 200-level courses may be counted.)

No more than 6 hours from:

- PHIL 200 - Introduction to Philosophy Credits: 3
 - PHIL 201 - Introduction to Ethics Credits: 3
 - PHIL 205 - Introduction to Logic Credits: 3
- Upper-level electives (9-15 hours):
- PHIL 301 - Theoretical Ethics Credits: 3
 - PHIL 304 - Philosophy of Art Credits: 3
 - PHIL 305 - Introduction to Symbolic Logic Credits: 3
 - PHIL 344 - Contemporary Philosophy Credits: 3
 - PHIL 361 - Special Problems in Philosophy Credits: 3
 - PHIL 362 - Interdisciplinary Problems Credits: 3
 - PHIL 363 - Bioethics Credits: 3
 - PHIL 364 - Gender and Philosophy Credits: 3
 - PHIL 365 - Sexual Ethics Credits: 3
 - PHIL 366 - Environmental Ethics Credits: 3
 - PHIL 413 - Philosophy of Religion Credits: 3
 - PHIL 415 - History of Rhetoric Credits: 3 or
 - ENG 415 - History of Rhetoric Credits: 3
 - PHIL 418 - Metaphysics Credits: 3
 - PHIL 420 - Theory of Knowledge Credits: 3
 - PHIL 425 - Philosophy of Mind Credits: 3
 - PHIL 435 - Philosophy of Science Credits: 3
 - PHIL 441 - Political and Legal Philosophy Credits: 3

- POLS 445 - Ancient Political Theory Credits: 3
- POLS 446 - Modern Political Theory Credits: 3

Cognitive Science Minor

18 hours; 2.0 minor GPA required

The Cognitive Science minor is an interdisciplinary minor dedicated to "the science of the mind." The Cognitive Science minor complements majors such as philosophy, psychology, computer science, modern and classical languages, and other majors.

Required Courses (15 hours)

Take one course from each set:

Select one course:

- PHIL 205 - Introduction to Logic Credits: 3
- PHIL 305 - Introduction to Symbolic Logic Credits: 3
- MATH 253 - Principles of Mathematical Logic Credits: 3

Select one course:

- PSY 385 - Physiological Psychology Credits: 3
- PSY 425 - Cognitive Psychology Credits: 3
- PHIL 377 - Introduction to Cognitive Science Credits: 3

Select one course:

- PHIL 362 - Interdisciplinary Problems Credits: 3 (approved topics: Consciousness; Free Will & Determ; others as approved)
- PHIL 425 - Philosophy of Mind Credits: 3
- PHIL 361 - Special Problems in Philosophy Credits: 3 (topic must be approved)

Select one course:

- PSY 400 - Special Topics in Psychology Credits: 3 (approved topic: Psycholinguistics; others as approved)
- ENG 313 - Introduction to Linguistics Credits: 3
- FREN 365 - Introduction to Applied Linguistics Credits: 3
- GERM 365 - Introduction to Applied Linguistics Credits: 3
- SPAN 365 - Introduction to Applied Linguistics Credits: 3

Additional Course (3 hours)

Select any unused course from the list of required classes above, or choose from:

- ENGR 241 - Digital Logic Credits: 3
- CS 101 - Fundamentals of Computer Science Credits: 3
- CS 461 - Artificial Intelligence Credits: 3

Philosophy Minor

18 hours; 2.0 minor GPA required

Required Courses (9 hours)

- PHIL 205 - Introduction to Logic Credits: 3 **or**
- PHIL 305 - Introduction to Symbolic Logic Credits: 3
- PHIL 350 - History of Philosophy I Credits: 3 **or**
- HUM 231 - The Western Tradition in Philosophy I Credits: 3
- PHIL 351 - History of Philosophy II Credits: 3 **or**
- HUM 232 - The Western Tradition in Philosophy II Credits: 3

Elective Courses (9 hours)

Nine hours selected from philosophy course offerings as directed by advisor. (No more than six total hours of 200-level courses may be counted.)

No more than 6 hours from:

- PHIL 200 - Introduction to Philosophy Credits: 3

- PHIL 201 - Introduction to Ethics Credits: 3
- PHIL 205 - Introduction to Logic Credits: 3
- Upper-level electives:
- PHIL 301 - Theoretical Ethics Credits: 3
- PHIL 304 - Philosophy of Art Credits: 3
- PHIL 305 - Introduction to Symbolic Logic Credits: 3
- PHIL 344 - Contemporary Philosophy Credits: 3
- PHIL 361 - Special Problems in Philosophy Credits: 3
- PHIL 362 - Interdisciplinary Problems Credits: 3
- PHIL 363 - Bioethics Credits: 3
- PHIL 364 - Gender and Philosophy Credits: 3
- PHIL 365 - Sexual Ethics Credits: 3
- PHIL 413 - Philosophy of Religion Credits: 3
- PHIL 415 - History of Rhetoric Credits: 3 or
- ENG 415 - History of Rhetoric Credits: 3
- PHIL 418 - Metaphysics Credits: 3
- PHIL 420 - Theory of Knowledge Credits: 3
- PHIL 425 - Philosophy of Mind Credits: 3
- PHIL 435 - Philosophy of Science Credits: 3
- PHIL 441 - Political and Legal Philosophy Credits: 3

Political Science

Political science is the study of government, politics and public issues, and the institutions and processes through which conflicts over such issues are resolved. The major is grounded in the field's theoretical traditions and provides a strong background in the fundamental branches of the discipline: American politics, comparative politics, international politics, public policy, public administration, and political theory. Political science students develop analytical and methodological skills that permit them to critically assess contemporary political events and identify practical solutions to problems that arise in society and government. The major offers a solid foundation for a liberal arts education, regardless of a student's career objectives, and is particularly well-suited to those interested in government, law, teaching, business, and journalism. As undergraduates, political science majors have the opportunity to gain practical experience in the field by working for political campaigns and serving as interns for the state legislature, in local or state courts, or for various law-related organizations. Students with majors in political science may earn either a Bachelor of Science degree or a Bachelor of Arts Degree, which has a two-year non-English modern or classical language requirement.

Political Science Major, B.A./B.S.

39 hours; 2.0 major GPA required

Required Courses (24 hours)

- POLS 102 - Introduction to American Politics Credits: 3
- POLS 202 - Introduction to Public Administration Credits: 3 or
- POLS 203 - Introduction to the Policy Process in the United States Credits: 3
- POLS 271 - International Politics Credits: 3
- POLS 281 - Comparative Politics Credits: 3
- POLS 331 - Research Design and Data Collection Credits: 3
- POLS 332 - Statistics and Data Analysis Credits: 3
- POLS 499 - Senior Seminar in Political Science Credits: 3

One course selected from:

- POLS 309 - American Political Theory Credits: 3
- POLS 345 - Man vs. the State Credits: 3
- POLS 445 - Ancient Political Theory Credits: 3
- POLS 446 - Modern Political Theory Credits: 3

Electives (15 hours)

- CRIM 301 - Criminal Justice Administration Credits: 3
- CRIM 302 - Criminal Law Credits: 3
- POLS 202 - Introduction to Public Administration Credits: 3
- POLS 203 - Introduction to the Policy Process in the United States Credits: 3
- POLS 208 - Law, Courts, and Justice Credits: 3
- POLS 305 - State and Local Government Credits: 3
- POLS 306 - Political Parties Credits: 3
- POLS 309 - American Political Theory Credits: 3
- POLS 314 - The American Presidency Credits: 3
- POLS 345 - Man vs. the State Credits: 3
- POLS 351 - Leadership in Bureaucratic Organizations in the United States Credits: 3
- POLS 361 - Intergovernmental Relations in the United States Credits: 3
- POLS 363 - Organizational Theory and American Political Institutions Credits: 3
- POLS 371 - The United Nations Credits: 3
- POLS 383 - Government and Politics of Latin America Credits: 3
- POLS 384 - The Middle East Credits: 3
- POLS 385 - Western European Politics Credits: 3
- POLS 399 - Advanced Topics in Political Science Credits: 3
- POLS 404 - Indiana Constitutional Law Credits: 3
- POLS 405 - Constitutional Law Credits: 3
- POLS 406 - Constitutional Rights Credits: 3
- POLS 407 - The Legislative Process Credits: 3
- POLS 410 - Interest Groups and Public Policy Credits: 3
- POLS 427 - Urban Politics and Governance Credits: 3
- POLS 445 - Ancient Political Theory Credits: 3
- POLS 446 - Modern Political Theory Credits: 3
- POLS 464 - Environmental Politics and Policy Credits: 3
- POLS 471 - International Organizations Credits: 3
- POLS 473 - International Law Credits: 3
- POLS 487 - Government and Politics of Communist and Post-Communist States Credits: 3
- POLS 495 - Judicial Internship Credits: 3
- POLS 496 - Legal Internship Credits: 3
- POLS 497 - Legislative Internship Credits: 6
- POLS 498 - Research in Political Science Credits: 3
- POLS 499 - Senior Seminar in Political Science Credits: 3

Additional Requirement

Political Science majors also must complete one course (3 hours) in one of these disciplines: economics, psychology, or sociology.

Legal Studies Minor

21 hours; 2.5 minor GPA required

The Legal Studies minor is an interdisciplinary minor, including courses from disciplines such as economics, criminal justice, business, communications, political science, and anthropology. The minor is aimed at students who wish to pursue legal careers that do not require a law degree (i.e. paralegals), or who may wish to work in a variety of settings (law firms, corporations, government agencies, etc). They may also pursue careers in business, banking, or real estate.

No more than six hours from the Legal Studies minor can be applied toward a Political Science or Criminal Justice Studies major.

Required University Core courses

- CMST 101 - Introduction to Public Speaking Credits: 3
- POLS 102 - Introduction to American Politics Credits: 3
- PHIL 201 - Introduction to Ethics Credits: 3

Required Foundations courses (12 hours)

Complete two courses from this list:

- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- PHIL 205 - Introduction to Logic Credits: 3
- ENG 301 - Advanced Composition Credits: 3
- ECON 327 - Applied Cost-Benefit Analysis Credits: 3

Complete two courses from this list:

- CRIM 234 - Introduction to Corrections Credits: 3
- CRIM 244 - Police & Society Credits: 3
- POLS 208 - Law, Courts, and Justice Credits: 3
- SOC 225 - Criminology Credits: 3

Electives (9 hours)

No more than one course may be taken at the lower-level. No more than six hours may be selected among POLS 399 and CRIM 370.

No more than one lower-level course:

- ANTH 211 - Introduction to Forensic Anthropology Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- ECON 208 - Principles of Microeconomics Credits: 3
No more than six hours (any combination) from among:
- CRIM 370 - Seminar in Criminal Justice Credits: 3 (approved topic: U.S. Criminal Courts)
- POLS 399 - Advanced Topics in Political Science Credits: 3 (approved topics: Gender, Politics & Policy; Constitutional Cases & Context)
Additional electives:
- BLAW 363 - Law for the Entrepreneur Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3
- CRIM 302 - Criminal Law Credits: 3
- CRIM 411 - Criminal Procedure Credits: 3
- PHIL 441 - Political and Legal Philosophy Credits: 3
- POLS 404 - Indiana Constitutional Law Credits: 3
- POLS 405 - Constitutional Law Credits: 3
- POLS 406 - Constitutional Rights Credits: 3
- POLS 464 - Environmental Politics and Policy Credits: 3
- POLS 473 - International Law Credits: 3
- POLS 495 - Judicial Internship Credits: 3
- POLS 496 - Legal Internship Credits: 3
- POLS 497 - Legislative Internship Credits: 6

Political Science Minor

24 hours; 2.0 minor GPA required

Required Courses (18 hours)

- POLS 102 - Introduction to American Politics Credits: 3
- POLS 202 - Introduction to Public Administration Credits: 3 **or**
- POLS 203 - Introduction to the Policy Process in the United States Credits: 3
- POLS 271 - International Politics Credits: 3 **or**
- POLS 281 - Comparative Politics Credits: 3
- POLS 331 - Research Design and Data Collection Credits: 3
- POLS 332 - Statistics and Data Analysis Credits: 3

Choose one course

- POLS 309 - American Political Theory Credits: 3

- POLS 345 - Man vs. the State Credits: 3
- POLS 445 - Ancient Political Theory Credits: 3
- POLS 446 - Modern Political Theory Credits: 3

Electives (6 hours)

- CRIM 301 - Criminal Justice Administration Credits: 3
- CRIM 302 - Criminal Law Credits: 3
- POLS 202 - Introduction to Public Administration Credits: 3
- POLS 203 - Introduction to the Policy Process in the United States Credits: 3
- POLS 208 - Law, Courts, and Justice Credits: 3
- POLS 299 - Special Topics in Political Science Credits: 3
- POLS 305 - State and Local Government Credits: 3
- POLS 306 - Political Parties Credits: 3
- POLS 309 - American Political Theory Credits: 3
- POLS 314 - The American Presidency Credits: 3
- POLS 345 - Man vs. the State Credits: 3
- POLS 351 - Leadership in Bureaucratic Organizations in the United States Credits: 3
- POLS 361 - Intergovernmental Relations in the United States Credits: 3
- POLS 363 - Organizational Theory and American Political Institutions Credits: 3
- POLS 371 - The United Nations Credits: 3
- POLS 383 - Government and Politics of Latin America Credits: 3
- POLS 384 - The Middle East Credits: 3
- POLS 385 - Western European Politics Credits: 3
- POLS 399 - Advanced Topics in Political Science Credits: 3
- POLS 404 - Indiana Constitutional Law Credits: 3
- POLS 405 - Constitutional Law Credits: 3
- POLS 406 - Constitutional Rights Credits: 3
- POLS 407 - The Legislative Process Credits: 3
- POLS 410 - Interest Groups and Public Policy Credits: 3
- POLS 412 - The Politics of Education Credits: 3
- POLS 427 - Urban Politics and Governance Credits: 3
- POLS 445 - Ancient Political Theory Credits: 3
- POLS 446 - Modern Political Theory Credits: 3
- POLS 471 - International Organizations Credits: 3
- POLS 473 - International Law Credits: 3
- POLS 487 - Government and Politics of Communist and Post-Communist States Credits: 3
- POLS 495 - Judicial Internship Credits: 3
- POLS 496 - Legal Internship Credits: 3
- POLS 497 - Legislative Internship Credits: 6
- POLS 498 - Research in Political Science Credits: 3
- POLS 499 - Senior Seminar in Political Science Credits: 3

Pre-Law Minor

21 hours; 3.0 minor GPA required

The Pre-Law minor is an interdisciplinary minor, including courses from disciplines such as economics, criminal justice, business, communications, political science, and anthropology. The minor is aimed at students who wish to attend a law school.

No more than six hours from the Pre-Law minor can be applied toward a Political Science or Sociology major.

Required University Core courses

- CMST 101 - Introduction to Public Speaking Credits: 3
- POLS 102 - Introduction to American Politics Credits: 3
- PHIL 201 - Introduction to Ethics Credits: 3

Required Foundations courses (12 hours)

- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- PHIL 205 - Introduction to Logic Credits: 3
- ENG 301 - Advanced Composition Credits: 3
- ECON 327 - Applied Cost-Benefit Analysis Credits: 3

Electives (9 hours)

No more than one course may be taken at the lower-level. No more than six hours may be selected among POLS 399 and CRIM 370 .

No more than one lower-level course:

- ANTH 211 - Introduction to Forensic Anthropology Credits: 3
 - BLAW 263 - Legal Environment of Business Credits: 3
 - ECON 208 - Principles of Microeconomics Credits: 3
 - POLS 208 - Law, Courts, and Justice Credits: 3
- No more than six hours (any combination) from among:
- CRIM 370 - Seminar in Criminal Justice Credits: 3 (approved topic: U.S. Criminal Courts)
 - POLS 399 - Advanced Topics in Political Science Credits: 3 (approved topics: Gender, Politics & Policy; Constitutional Cases & Context)

Additional electives:

- BLAW 363 - Law for the Entrepreneur Credits: 3
- COMM 494 - Mass Communication Law and Ethics Credits: 3
- CRIM 302 - Criminal Law Credits: 3
- CRIM 411 - Criminal Procedure Credits: 3
- PHIL 441 - Political and Legal Philosophy Credits: 3
- POLS 404 - Indiana Constitutional Law Credits: 3
- POLS 405 - Constitutional Law Credits: 3
- POLS 406 - Constitutional Rights Credits: 3
- POLS 464 - Environmental Politics and Policy Credits: 3
- POLS 473 - International Law Credits: 3
- POLS 495 - Judicial Internship Credits: 3
- POLS 496 - Legal Internship Credits: 3
- POLS 497 - Legislative Internship Credits: 6

Psychology

The study of psychology provides students with a framework for understanding human behavior in its many facets. Grounded firmly within the liberal arts tradition, the USI psychology curriculum encourages the development of the capacity to think clearly, analyze problems, and communicate effectively. The departmental major emphasizes the application of quantitative methods to the study of behavior, as well as the application of psychological principles to solving human problems. Psychology majors frequently develop careers in counseling, rehabilitation, and other helping professions, as well as in personnel, business, sales, research, and teaching. Students pursue either a Bachelor of Science or a Bachelor of Arts degree. The latter requires 12 hours of non-English modern or classical language study.

Internships and research experiences are available in many areas.

Psychology Major, B.A./B.S.

41 hours; 2.0 major GPA required

Required courses (26 hours)

- PSY 201 - Introduction to Psychology Credits: 3
- PSY 202 - Orientation to a Major in Psychology Credits: 1
- PSY 303 - Research Methods and Statistics I Credits: 3
- PSY 353 - Research Methods and Statistics II Credits: 4
- PSY 497 - Capstone in Psychology: History and Systems Credits: 3

Two of the following courses:

- PSY 312 - Sensation and Perception Credits: 3
- PSY 357 - Learning Theory Credits: 3
- PSY 385 - Physiological Psychology Credits: 3
- PSY 425 - Cognitive Psychology Credits: 3

Two of the following courses:

- PSY 261 - Lifespan Developmental Psychology Credits: 3
- PSY 273 - Social Psychology Credits: 3
- PSY 322 - Abnormal Psychology Credits: 3
- PSY 462 - Personality Credits: 3

Elective courses (15 hours)

- PSY 261 - Lifespan Developmental Psychology Credits: 3
- PSY 273 - Social Psychology Credits: 3
- PSY 298 - Human Sexuality Credits: 3
- PSY 312 - Sensation and Perception Credits: 3
- PSY 322 - Abnormal Psychology Credits: 3
- PSY 332 - Forensic Psychology Credits: 3
- PSY 357 - Learning Theory Credits: 3
- PSY 361 - Child and Adolescent Psychology Credits: 3
- PSY 362 - Clinical Psychology Credits: 3
- PSY 371 - Adulthood and Aging Credits: 3
- PSY 376 - Industrial Psychology Credits: 3
- PSY 377 - Sport Psychology Credits: 3
- PSY 381 - Psychology of Gender Credits: 3
- PSY 385 - Physiological Psychology Credits: 3
- PSY 386 - Psycholinguistics Credits: 3
- PSY 400 - Special Topics in Psychology Credits: 3
- PSY 422 - Psychopathology in Children and Adolescents Credits: 3
- PSY 425 - Cognitive Psychology Credits: 3
- PSY 435 - Community Psychology Credits: 3
- PSY 462 - Personality Credits: 3
- PSY 476 - Psychometrics Credits: 3
- PSY 498 - Internship Credits: 3 (no more than 3 hours can apply toward the major)

Psychology Minor

18 hours; 2.0 minor GPA required

Required course (3 hours)

- PSY 201 - Introduction to Psychology Credits: 3

Directed Electives (15 hours)

15 hours of psychology courses excluding PSY 498 and PSY 499, with at least six hours at the 300 or 400 level.

Social Work

The Department of Social Work offers a minor in Social Work, a Bachelor of Social Work (BSW), and a Master of Social Work (MSW).

Social Work Major, B.S.W.

The Bachelor of Social Work program is designed to prepare students for entry into social work positions within local, state, and federal social service agencies and programs. This program is fully accredited by the Council on Social Work Education.

Students graduating from the program will possess a solid liberal arts foundation through the University Core Curriculum integrated with professional social work knowledge. The principal educational objective of the program is to prepare students for beginning competency-based social work practice. The focus of the program is to prepare generalist bachelor's level practitioners with the knowledge, skills, and ethical principles needed for work with diverse populations. Students will be prepared to work with a variety of client systems including: individuals, families, groups, organizations, institutions, communities, and society in general.

Curriculum content is carefully constructed to expose students to the following core knowledge areas:

- social welfare issues and policies
- human behavior in the social environment
- social systems theory
- knowledge and skills in conducting social work research
- problem-solving theory and methodology
- generalist intervention model
- knowledge of client populations
- knowledge of social service programs and agencies
- human diversity
- oppression and discrimination
- at-risk populations
- promotion of social and economic justice
- professional social work values and ethics
- practice/intervention skills and integrative field experience

Additionally, the program places great emphasis upon professional self-development and growth, and the 10 core competencies of professional social work practice.

Admission

The philosophy of the program is geared toward preparing the highest-quality professional for the social work field. Therefore, students interested in a major in social work must be admitted into the program. The student must satisfy the following requirements for admission:

- Students are required to review and update their student academic file in the Social Work Department at the start of the application process. Included in the file should be a current copy of all college and university transcripts for each institution the student has attended.
- A cumulative GPA of 2.75 on a 4.0 scale is required for admission to the social work program. The prerequisite courses must be completed by the beginning of the semester a student plans to enroll in courses identified for majors only.
- Completion of the following 12 hours of social work prerequisite courses with a 2.75 GPA and a grade no lower than C in each class. (At least two of the courses must have an official grade at the time an application is submitted.) SOCW 221 - Introduction to Social Work, 3 hours SOCW 222 - Social Welfare: Emergence of the Social Services, 3 hours SOCW 239 - Human Behavior and the Social Environment, 3 hours SOCW 241 - Social Work Intervention, 3 hours
- Completion of 36 hours of University Core Curriculum (UCC) courses with a minimum grade of C in each of the following courses:
 - Composition – ENG 101 - Rhetoric and Composition I: Literacy and the Self
 - Science - BIOL 105 - Biology of Human Concern
 - Individual Development/Social Behavior:
 - PSY 201 - Introduction to Psychology
 - PSY 261 - Lifespan Developmental Psychology
 - SOC 121 - Principles of Sociology
 - POLS 102 - Introduction to American Politics.
Students who attend a junior college may take State and Local Government.
 - MATH 100 –A math class at 100 level or higher with a minimum grade of C.
- Transfer students will be evaluated on an individual basis. They must meet the minimum course work requirement(s) or their equivalent(s) to be eligible for admission to the program.
- Completion of the application is required. It is the applicant's responsibility to provide all materials to the Social Work Department by the application deadline. The application must be complete to be reviewed by the admission committee.
- A personal interview and/or additional evaluative data may be required of applicants.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work courses or field content. Students must complete all University Core Curriculum requirements, including ECON 175, to complete the BSW program.

The evaluation process will focus on academic standards and additional criteria, including evidence of a commitment to social work values, basic understanding of social work, professional attitude, and evidence of good writing and oral communication skills.

All eligible students are invited to apply. The program actively encourages minorities and students from diverse backgrounds to apply. The program does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, or disability.

Upon completion of the application process, students will be notified of the admission decision in writing. It should be noted there is a "cap" on admissions; only a limited number of qualified students are admitted each year. Students denied admission into the Bachelor of Social Work program have the right to appeal the decision. Students who are admitted into the program must achieve a C+ or better in all social work classes, with the exception of statistics in which a C or better is required, and a minimum overall grade point average of 2.75 on a 4.0 scale. Students who fail to progress in their course work for more than one semester will be required to reapply to the program. Students who are not enrolled for two semesters or longer will be required to graduate under the bulletin in effect at the time they re-enter.

Major – Social Work (51 hours)

Required Courses

- SOCW 221 - Introduction to Social Work Credits: 3
- SOCW 222 - Social Welfare: Emergence of the Social Services Credits: 3
- SOCW 239 - Human Behavior and the Social Environment Credits: 3
- SOCW 241 - Social Work Intervention Credits: 3
- SOCW 325 - Introduction to Social Work Statistics Credits: 3
- SOCW 326 - Introduction to Social Work Research Credits: 3
- SOCW 340 - Communications Skills Credits: 3
- SOCW 341 - Social Welfare Policy-Program and Service Delivery Analysis Credits: 3
- SOCW 342 - Social Work Practice with Micro Systems I Credits: 3
- SOCW 343 - Social Work Practice with Micro Systems II Credits: 3
- SOCW 344 - Social Work Practice with Macro Systems Credits: 3
- SOCW 401 - Social Work Practicum I Credits: 3
- SOCW 402 - Social Work Practice I Credits: 3
- SOCW 411 - Social Work Practicum II Credits: 6
- SOCW 412 - Social Work Practice II-Integration Seminar for Social Work Practicum II Credits: 3
- SOCW 413 - BSW Project-Research Study Credits: 3

Note(s):

A student must be admitted to the social work program before enrolling in courses designated for majors only.

Social Work Electives

The following courses are not part of the required core and are open to all students:

- SOCW 223 - Introduction to Gerontology Credits: 3
- SOCW 224 - Introduction to Social Justice Credits: 3
- SOCW 225 - Child Welfare Services Credits: 3
- SOCW 238 - Disabilities in Contemporary Society Credits: 3
- SOCW 323 - Social Work Practice with the Aged Credits: 3
- SOCW 390 - Independent Study in Social Work Credits: 1-3
- SOCW 392 - Global Social Work Credits: 3
- SOCW 400 - Special Topics in Human Service Practice Credits: 3

Social Work Minor

18 hours

Required courses (12 hours)

- SOCW 221 - Introduction to Social Work Credits: 3
- SOCW 222 - Social Welfare: Emergence of the Social Services Credits: 3
- SOCW 239 - Human Behavior and the Social Environment Credits: 3
- SOCW 241 - Social Work Intervention Credits: 3

Electives (6 hours)

Six (6) hours selected from the following list of courses; three (3) of the hours must be at the 300-400 level:

- SOCW 223 - Introduction to Gerontology Credits: 3
- SOCW 224 - Introduction to Social Justice Credits: 3
- SOCW 225 - Child Welfare Services Credits: 3
- SOCW 238 - Disabilities in Contemporary Society Credits: 3
- SOCW 323 - Social Work Practice with the Aged Credits: 3
- SOCW 390 - Independent Study in Social Work Credits: 1-3
- SOCW 392 - Global Social Work Credits: 3
- SOCW 400 - Special Topics in Human Service Practice Credits: 3

Sociology, Anthropology, and Criminal Justice Studies

Sociology

Students interested in sociology may elect a major or a minor as part of the liberal arts program leading to the Bachelor of Arts degree or Bachelor of Science degree. The Bachelor of Arts degree requires 12 hours of a non-English modern or classical language.

Students can elect to have anthropology courses included in their sociology major/minor and several sociology courses are part of the criminal justice studies program. Many students choose sociology because it is a broad liberal arts base for several professions such as law, criminal justice, education, medicine, social work, and counseling. The undergraduate degree provides strong preparation for a variety of business, social service, and government careers. The USI sociology program emphasizes practical and theoretical skills including: critical thinking about the social world, computer applications, writing and communication skills, and community engagement.

Anthropology

Anthropology examines human diversity in a global context. It is the study and understanding of humans in all places and throughout time, including the effects of culture on individuals and of individuals on their society. Anthropology offers a perspective for critically analyzing culture and prepared students for multicultural career settings in the United States and abroad. Course work in the anthropology program includes archaeology, physical anthropology and forensics, and cultural studies. Please check with department for major availability. The anthropology minor is 18 hours.

Criminal Justice Studies

Students interested in criminal justice studies (CJS) may elect a major or minor as part of the liberal arts program leading to the Bachelor of Arts or Bachelor of Science degree. The Bachelor of Arts degree requires 12 hours of non-English modern or classical language.

Criminal Justice Studies is a multi-disciplinary major with contributions from the fields of sociology, political science, and anthropology. Students will learn the basic four areas of the discipline, policing, law, corrections, and criminology in the introductory courses, and then will be able to specialize in their area of choice through upper division electives.

Several of the required and elective courses in the criminal justice studies major are listed under their respective disciplines such as sociology and political science. There are 27 hours of sociology designated criminal justice courses that can count toward both the criminal justice studies degree and the sociology major.

Criminal Justice Studies requires students to complete the pre-criminal justice requirements before being accepted as criminal justice studies majors. Students also must maintain a major GPA of 2.50.

Criminal Justice Studies Major, B.A./B.S.

Students interested in criminal justice studies (CJS) may elect a major or minor as part of the liberal arts program leading to the Bachelor of Arts or Bachelor of Science degree. The Bachelor of Arts degree requires 12 hours of non-English modern or classical language.

Criminal Justice Studies is a multi-disciplinary major with contributions from the fields of sociology, political science, and anthropology. Students will learn the basic four areas of the discipline, policing, law, corrections, and criminology in the introductory courses, and then will be able to specialize in their area of choice through upper division electives.

Several of the required and elective courses in the criminal justice studies major are listed under their respective disciplines such as sociology and political science. There are 27 hours of sociology designated criminal justice courses that can count toward both the criminal justice studies degree and the sociology major.

Criminal Justice Studies requires students to complete the precriminal justice requirements before being accepted as criminal justice studies majors. Students also must maintain a major GPA of 2.50.

Pre-CJS program (30 hours)

University Core (18 hours)

C or better required

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- CMST 101 - Introduction to Public Speaking Credits: 3 or
- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- MATH 108 - Survey of Mathematics Credits: 4 (or higher MATH course)
- PHIL 201 - Introduction to Ethics Credits: 3 or
- PHIL 312 - Ethics in the Professions Credits: 3
- SOC 121 - Principles of Sociology Credits: 3
- POLS 102 - Introduction to American Politics Credits: 3

Required Pre-Admission Courses (12 hours)

C+ or better required

- CRIM 234 - Introduction to Corrections Credits: 3
- CRIM 244 - Police & Society Credits: 3
- SOC 225 - Criminology Credits: 3
- POLS 208 - Law, Courts, and Justice Credits: 3

Additional Information

Student must have a Cumulative GPA of 2.5 and a grade of C or better in each UCC required core and a C+ or better in each Pre-CJS required course to change from Pre-CJS to CJS status. Student must maintain a GPA of 2.5 to major in CJS.

CJS program (27 hours)

- CRIM 371 - Criminological Theory Credits: 3
- CRIM 475 - CJS Capstone Credits: 3
- SOC 391 - Introduction to Sociological Research Credits: 3 and
- SOC 392 - Statistics for Social Research Credits: 3
or
- POLS 331 - Research Design and Data Collection Credits: 3 and
- POLS 332 - Statistics and Data Analysis Credits: 3

One diversity course

- CRIM 331 - Gender and Crime Credits: 3
- CRIM 370 - Seminar in Criminal Justice Credits: 3 (Approved topics: Race & Crime; Urban Crime; Diversity in Policing)
- CRIM 403 - Violence Against Women Credits: 3

- SOC 421 - Race and Ethnicity Credits: 3
- SOC 431 - Gender and Society Credits: 3
- SOC 463 - Wealth and Poverty Credits: 3

CJS Electives (12 hours)

Select four courses, three of which must be 300/400-level.

Policing

- CRIM 411 - Criminal Procedure Credits: 3
- CRIM 412 - Police Discretion Credits: 3
- CRIM 370 - Seminar in Criminal Justice Credits: 3 (Policing Topic)

Law

- CRIM 302 - Criminal Law Credits: 3
- CRIM 370 - Seminar in Criminal Justice Credits: 3 (Law/Courts Topic)
- POLS 405 - Constitutional Law Credits: 3
- POLS 406 - Constitutional Rights Credits: 3

Criminology

- CRIM 312 - Organized Crime Credits: 3
- SOC 335 - Juvenile Delinquency Credits: 3
- SOC 426 - Sociology of Deviant Behavior Credits: 3
- SOC 370 - Seminar in Sociology Credits: 3 (Hate Groups & Hate Crimes)

Corrections

- CRIM 311 - Convict Criminology Credits: 3
- CRIM 401 - Probation and Parole Credits: 3
- CRIM 370 - Seminar in Criminal Justice Credits: 3 (Corrections Topic)

General CJS & Cognates

- ANTH 211 - Introduction to Forensic Anthropology Credits: 3 or
- CRIM 200 - Special Topics in Criminal Justice Credits: 3
- CRIM 301 - Criminal Justice Administration Credits: 3
- CRIM 331 - Gender and Crime Credits: 3
- CRIM 370 - Seminar in Criminal Justice Credits: 3
- CRIM 489 - Independent Study in Criminal Justice Credits: 3
- SOC 370 - Seminar in Sociology Credits: 3 (Approved topic: Social Networks)

Internships

- CRIM 499 - Internship in Criminal Justice Credits: 3
- POLS 496 - Legal Internship Credits: 3

Sociology Major, B.A./B.S.

39 hours; 2.0 major GPA required

Required courses (18 hours)

- SOC 121 - Principles of Sociology Credits: 3
- SOC 370 - Seminar in Sociology Credits: 3
- SOC 371 - Classical Sociological Theory Credits: 3
- SOC 372 - Contemporary Sociological Theory Credits: 3

- SOC 391 - Introduction to Sociological Research Credits: 3
- SOC 392 - Statistics for Social Research Credits: 3

Electives (21 hours)

At least 12 hours of upper-level coursework selected from:

- SOC 335 - Juvenile Delinquency Credits: 3
- SOC 341 - Sociology of Medicine Credits: 3
- SOC 343 - Sociology of Death and Dying Credits: 3
- SOC 345 - Simulated Games of Society Credits: 3
- SOC 370 - Seminar in Sociology Credits: 3
(different topic than one applied to above required courses)
- SOC 375 - Social Change Credits: 3
- SOC 415 - Sociology of the Environment Credits: 3
- SOC 421 - Race and Ethnicity Credits: 3
- SOC 424 - Population Credits: 3
- SOC 426 - Sociology of Deviant Behavior Credits: 3
- SOC 431 - Gender and Society Credits: 3
- SOC 441 - Social Movements Credits: 3
- SOC 461 - Sociological Issues in Education Credits: 3
- SOC 463 - Wealth and Poverty Credits: 3

Additional electives:

- SOC 200 - Special Topics in Sociology Credits: 3
- SOC 225 - Criminology Credits: 3
- SOC 231 - Social Problems Credits: 3
- SOC 251 - Principles of Social Psychology Credits: 3
- SOC 261 - Marriage and Family Credits: 3
- SOC 489 - Independent Study Credits: 1-3
- SOC 499 - Internship in Sociology Credits: 3

No more than two Anthropology courses:

- ANTH 121 - Introduction to Archaeology Credits: 3
- ANTH 200 - Special Topics in Anthropology Credits: 3
- ANTH 323 - Native Peoples of North America Credits: 3
- ANTH 324 - Peoples of Asia Credits: 3
- ANTH 325 - Peoples of Latin America Credits: 3
- ANTH 342 - Archaeology of North America Credits: 3
- ANTH 353 - Human Origins Credits: 3

Anthropology Minor

18 hours

A minor is available in the field of anthropology. The minor consists of 18 hours. Coursework is directed toward either cultural anthropology or archaeology. Six hours of anthropology may be applied to a sociology major and three hours to a minor. Six hours must be at the 300–400 level.

Required Courses (9-12 Hours)

Select 2 of the following

- ANTH 111 - Introduction to World Cultures Credits: 3
- ANTH 121 - Introduction to Archaeology Credits: 3
- ANTH 131 - Introduction to Physical Anthropology Credits: 3

Select 1 of the following

- ANTH 333 - Cultural Anthropology Credits: 3

- ANTH 397 - Archaeological Field School Credits: 6

Electives (6-9 Hours)

- ANTH 111 - Introduction to World Cultures Credits: 3
- ANTH 121 - Introduction to Archaeology Credits: 3
- ANTH 131 - Introduction to Physical Anthropology Credits: 3
- ANTH 200 - Special Topics in Anthropology Credits: 3
- ANTH 211 - Introduction to Forensic Anthropology Credits: 3
- ANTH 353 - Human Origins Credits: 3
- ANTH 370 - Cultural Anthropology Seminar Credits: 3
- ANTH 397 - Archaeological Field School Credits: 6
- ANTH 489 - Independent Study in Anthropology Credits: 3
- ANTH 499 - Internship in Anthropology Credits: 3
- ENG 313 - Introduction to Linguistics Credits: 3

Criminal Justice Minor

18 hours; 2.0 minor GPA required

Required courses (6 hours)

Select two of the following:

- CRIM 234 - Introduction to Corrections Credits: 3
- CRIM 244 - Police & Society Credits: 3
- SOC 225 - Criminology Credits: 3
- POLS 208 - Law, Courts, and Justice Credits: 3

Electives (12 hours)

9 hours must be at 300/400 level

lower-level courses (no more than one):

- ANTH 211 - Introduction to Forensic Anthropology Credits: 3
- CRIM 200 - Special Topics in Criminal Justice Credits: 3
- CRIM 234 - Introduction to Corrections Credits: 3
- CRIM 244 - Police & Society Credits: 3
- POLS 208 - Law, Courts, and Justice Credits: 3

upper-level courses:

- CRIM 301 - Criminal Justice Administration Credits: 3
- CRIM 302 - Criminal Law Credits: 3
- CRIM 311 - Convict Criminology Credits: 3
- CRIM 312 - Organized Crime Credits: 3
- CRIM 331 - Gender and Crime Credits: 3
- CRIM 370 - Seminar in Criminal Justice Credits: 3
- CRIM 371 - Criminological Theory Credits: 3
- CRIM 401 - Probation and Parole Credits: 3
- CRIM 403 - Violence Against Women Credits: 3
- CRIM 411 - Criminal Procedure Credits: 3
- CRIM 412 - Police Discretion Credits: 3
- CRIM 489 - Independent Study in Criminal Justice Credits: 3
- POLS 405 - Constitutional Law Credits: 3
- POLS 406 - Constitutional Rights Credits: 3
- SOC 335 - Juvenile Delinquency Credits: 3
- SOC 370 - Seminar in Sociology Credits: 3 (Approved topics: Hate Groups/Hate Crimes; Social Const. of Drugs)
- SOC 426 - Sociology of Deviant Behavior Credits: 3

Sociology Minor

18 hours; 2.0 minor GPA required

Required Courses (9 hours)

- SOC 121 - Principles of Sociology Credits: 3
- SOC 370 - Seminar in Sociology Credits: 3
- One 300/400-level Sociology course Credits: 3

Electives (9 hours)

Advisor approved Sociology electives (one Anthropology course may be counted as an elective).

Social Science Major, A.A./A.S.

2.0 major GPA required

The associate degree program in social sciences is designed for students who anticipate the need for only two years of college education. Basically it reflects the training received in the first two years of a regular four-year program, and a student may, if he or she desires, continue on to a baccalaureate degree. At the same time, a student with an associate degree will have the satisfaction of having recognition for his or her efforts, and will be able to produce a tangible certification for prospective employers.

Required University Core Curriculum Courses (35 hours)

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- CMST 101 - Introduction to Public Speaking Credits: 3 **or**
- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- MATH 108 - Survey of Mathematics Credits: 4 **or**
- MATH 111 - College Algebra Credits: 4
- B1 or B2 - Ethics or Arts Credits: 3
- B3 - Health/Fitness activities course Credits: 1
- C1 - History Credits: 3
- C2 - Individual Development/ Social Behavior Credits: 6 (subject must be different from primary area)
- C3 - Science Credits: 3
- C4 - Western Culture Credits: 3
- C5 - Global Communities Credits: 3

Social Science Primary Area (18 hours)

Select 18 hours in a single area of concentration selected from:

- Psychology
- Sociology
- Economics
- Political Science
- United States history
- World History

Elective Courses (12 hours)

Select 12 hours of additional electives.

College of Nursing and Health Professions

health.usi.edu

Ann White, RN, PhD, MBA, Dean

Mary Kay Arvin, Program Director, Occupational Therapy Assistant

Deborah Carl Wolf, RDH, MEd., Assistant Dean, Program Director, Dental Hygiene

Mary C. Ehlman, BA, MSW, MBA, PhD., Director, Center for Healthy Aging and Wellness

Claudine Fairchild, RT(R) (M), RDMS, MS, Program Director, Diagnostic Medical Sonography

Kim Parsons, Med, CDA, EFDA, RDH, BS, Program Director, Dental Assisting

Wesley Phy, BS, RRT, Program Director, Respiratory Therapy

Jeri Burger, PhD, RN, Program Director, Undergraduate Nursing

Julie McCullough, Ph.D., R.D., Program Director, Food and Nutrition

Martin Reed, R.T.(R), Ph.D., Program Director, Radiologic and Imaging Sciences

Mayola Rowser, B.S.N., M.S.N., D.N.P., Ph.D., Assistant Dean, Program Director, Graduate Nursing

Kevin Valadares, Ph.D., Program Director, Health Administration

Frank Ward, EdD, MSA, PA, Program Director, Health Services

Barbara Williams, Dr OT, OTR, Program Director, Occupational Therapy

The College of Nursing and Health Professions promotes excellence in its academic programs, faculty, and students and demonstrates leadership in healthcare education, research, practice, and community service. The College of Nursing and Health Professions prepares students for personally satisfying, successful, and financially rewarding healthcare careers.

The college offers a wide array of campus, independent study, and online health professions continuing education and specialized certificate programs. A complete listing and schedule of offerings can be viewed on the college web site health.usi.edu.

Accrediting organizations representing the profession and/or appropriate state governmental agencies are identified with program information. Program graduates consistently excel on state and national licensing/registry exams and are heavily recruited by healthcare employers.

Faculty are academically prepared, experienced practitioners who are licensed, registered, and/or certified members of the professions in which they teach. The college provides a caring atmosphere in which students, faculty, and community healthcare professionals work together to optimize personal and professional development. The college provides educational experiences which prepare students to become competent practitioners and to successfully achieve licensure, registration, or certification in their fields.

Clinical Stimulation Center, Dental Clinic and Clinical Affiliates

The clinical simulation center located in the Day Learning Center provides students with diverse challenging learning activities. Computerized simulated learning activities prepare students for critical thinking and therapeutic intervention in their clinical practices. A state-of-the-art dental clinic and telehealth clinic provide high-quality learning activities for students.

A wide variety of clinical facilities are utilized in the educational programs of the college. These facilities include Deaconess Health System and related facilities, St. Mary's Medical Center and facilities, Evansville State Hospital, Evansville-Vanderburgh School Corporation, Evansville-Vanderburgh County Public Health Department, Evansville Association for Retarded Citizens, Visiting Nurse Association of Southwestern Indiana, Rehabilitation Center, Planned Parenthood, Southwestern Indiana Adult Mental Health Center, Southwestern Indiana Regional Council on Aging, senior citizens centers, dental offices, physicians' offices, day care centers, nursing homes, area extended care facilities. A complete listing of clinical affiliates is located in the college office.

Center for Healthy Aging and Wellness

The Center for Healthy Aging and Wellness is dedicated to advancing the understanding of aging and promoting the well-being of older adults through interdisciplinary education, research, and engaged partnerships. The interdisciplinary center involves faculty from all colleges and is housed within the College of Nursing and Health Professions. Additional information can be obtained through the college web site health.usi.edu.

Community Health Centers

The USI-Community Health Centers at Glenwood Leadership Academic and Cedar Hall elementary schools offer nursing and health professions students an opportunity to engage in interprofessional learning through clinical rotation.

Advising

The College of Nursing and Health Professions provides support for students throughout their educational experience. The professional advisors in the College's Advising Center work with first year students and pre-majors to formulate academic and professional goals. Advisors assist students with career exploration, major and course selection and connections with University and community resources. As students progress into their major, faculty advisors provide expert career advice and specialized information about their chosen profession.

Financial Assistance

A number of scholarships are designated specifically for students in the College of Nursing and Health Professions. These scholarships are in addition to the scholarships and other financial assistance that are available for all USI students.

Admission and Progression Requirements

Students seeking admission to a clinical program in the College of Nursing and Health Professions must apply for admission to the University and submit a separate application to the program of their choice. To ensure the highest quality of student learning experiences, admission is competitive and limited. Students meeting academic requirements must be in good health; eligible for licensure, certification, or registration; and capable of meeting clinical practice requirements. Acceptance into a clinical program is contingent upon a negative drug screen and criminal record check. A felony may affect a graduate's eligibility to sit for professional licensure/certification/registration. Additional information about the admission process and timeline is listed on each program's web pages.

Minimum grade requirements for major and other selected courses are identified in student handbooks.

Additional information regarding admission criteria and progression requirements is listed in the individual program descriptions that follow and in program student handbooks. Program student handbooks are available online.

Application for Degree and Diploma Form

A Formal Application for Graduation and Diploma Form must be filed by students completing course requirements one semester prior to the semester in which the program will be completed. The formal application may be obtained from the College of Nursing and Health Professions office and should be returned to the student's academic advisor for review and approval.

Certificate and Degree Programs and Minors

The College of Nursing and Health Professions offers the following health professions certificate and degree programs and minors:

Dental Assisting

The dental assistant works as a valued member of the dental health team and assists the dentist in performing professional duties in the operatory, laboratory, and business office. The student becomes competent in chairside assisting, laboratory procedures, x-ray techniques, and in the business related functions of the dental office/clinic.

The program offers a certificate in dental assisting and an associate of science degree with a major in dental assisting. The certificate program requires eight credit hours of prerequisite course work prior to the one academic year (two semesters) of the program. Approximately 1,150 hours of lecture, laboratory, and clinical instruction are included in the dental assisting courses. A

second year of study is available which enables students to earn an associate of science degree with a major in dental assisting. Students who are enrolled in the program must achieve a grade of C or better in all courses which directly pertain to their major. An overall grade point average of 2.0 or better is required for graduation from the program.

Upon successful completion of the program, the student receives a Certificate in Dental Assisting which qualifies the student to sit for the Dental Assisting National Board Certification Examination. The dental assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education. The address of the Commission on Dental Accreditation of the American Dental Association is 211 East Chicago Avenue, Chicago, IL 60611-2678, phone 800/621-8099.

Admission Requirements for Dental Assisting

Students seeking admission to the program must apply for admission to the University before making separate application to the dental assisting program. Dental assisting applicants must be in good health, eligible for dental assisting certification, and capable of performing clinical practice requirements.

Admission criteria

- graduation from an accredited high school college preparatory curriculum or a GED;
- completed dental assisting application accompanied by an official college/university transcript;
- completion of eight hours of observation in a dental office
- completion of prerequisite courses; and
- college grade point average of 2.5 or better on a 4.0 scale.

Students who do not meet these criteria may ask for admission eligibility re-evaluation following successful completion of specified courses required for the dental assisting program. Students currently enrolled in an accredited college or university other than the University of Southern Indiana must submit an official transcript of grades with their application.

Application forms for the dental assisting program may be obtained from the College of Nursing and Health Professions or via the Internet by going to the dental assisting home page under admission information, health.usi.edu/acadprog/dentasst/dentasst.htm. The completed form must be submitted to the dental assisting program by March 1 of the year the student wishes to enter the program. A complete set of official college/university transcripts must be submitted to the Office of Admission as part of the admissions procedure.

Applicants are required to visit a dental office which employs a dental assistant and observe the functions and responsibilities of a practicing dental assistant for a period of eight hours. A statement verifying this observation, signed by the dental assistant or dentist, is to be submitted along with other supporting documents by the application deadline date.

Dental Assisting Major, A.S.

64 hours; C or better required in all courses

The associate of science degree is available to certificate program graduates who complete a second academic year. Of the 64 hours required to graduate with an associate of science degree 21 hours must be university core curriculum courses. At the completion of the dental assisting certificate curriculum the student will have earned 41 hours. Six of the 41 credits are university core curriculum * courses. Fifteen additional hours of university core curriculum and four elective hours are needed to graduate with an associate of science degree in dental assisting. The 15 core curriculum hours can be selected from the following categories:

Dental Assisting Associate of Science Degree Second Year

Rhetoric & Composition	3 hours
Mathematics	3-4 hours
Ethics	3 hours
Science	8-9 hours
Individual Develop/Social Behavior	6 hours
History	3 hours

The Arts	3 hours
Western Culture	6 hours
Global Communities	3 hours
Elective	4 hours

*See *USI Bulletin* for appropriate University Core Curriculum courses.

Required Coursework (33 hours)

- DTAS 122 - Clinical Science I Credits: 5
- DTAS 156 - Human Systems I Credits: 3
- DTHY 303 - Oral Radiology Credits: 3
- DTHY 308 - Applied Dental Materials Credits: 3
- DTHY 314 - Oral Anatomy Credits: 2
- DTAS 111 - Oral Pathology Credits: 1
- DTAS 158 - Practice Management, Ethics, and Jurisprudence Credits: 3
- DTAS 166 - Human Systems II Credits: 3
- DTAS 175 - Preventive Dentistry Credits: 2
- DTAS 181 - Clinical Science II Credits: 5
- DTAS 183 - Clinical Science Applications Credits: 3

Dental Assisting Certificate

41 hours; C or better required in all courses

Pre-requisite Courses (8 hours)

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- CMST 101 - Introduction to Public Speaking Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2

First Semester (16 hours)

- DTAS 122 - Clinical Science I Credits: 5
- DTAS 156 - Human Systems I Credits: 3
- DTHY 303 - Oral Radiology Credits: 3
- DTHY 308 - Applied Dental Materials Credits: 3
- DTHY 314 - Oral Anatomy Credits: 2

Second Semester (17 hours)

- DTAS 111 - Oral Pathology Credits: 1
- DTAS 158 - Practice Management, Ethics, and Jurisprudence Credits: 3
- DTAS 166 - Human Systems II Credits: 3
- DTAS 175 - Preventive Dentistry Credits: 2
- DTAS 181 - Clinical Science II Credits: 5
- DTAS 183 - Clinical Science Applications Credits: 3

Optional Elective (3 hours)

- DTAS 291 - Expanded Functions Dental Assisting Credits: 3

Dental Hygiene

Dental hygiene involves the use of a process of care to assess oral health status, develop a dental hygiene diagnosis, and plan and implement preventive and therapeutic services to achieve optimum oral health. This process of care is utilized to support the oral health status of individuals in a variety of clinical settings, and groups in community education and healthcare settings.

Dental hygiene has evolved into a multifaceted profession offering opportunities in a variety of areas. Career opportunities for the licensed dental hygienist are available in dental clinics and practices, administrative and managerial healthcare, education, research, and public health. The dental hygiene program at the University of Southern Indiana provides a curriculum which includes didactic courses, laboratory and clinical experiences, and community oral health education experiences. This diversity prepares graduates to deliver oral healthcare services and education in a variety of practice settings.

The Bachelor of Science degree in dental hygiene requires two academic years of prerequisite courses and two academic years of professional education courses. Prerequisite courses may be taken at any accredited college or university. Courses completed at another university must be comparable to those offered by USI and must transfer for credit. Dental hygiene courses taken while enrolled in the University of Southern Indiana dental assisting program must be completed within three years of entering the dental hygiene program. A grade of C or better is required in all courses to be applied to the dental hygiene degree. An overall grade point average of 2.5 is required for graduation from the program.

Prerequisite courses cannot be taken on pass/fail option. All chemistry, biology, health professions, nutrition, and math prerequisite courses must be completed by the end of the spring semester in the year the student desires admission to the program. The remainder of the prerequisite courses must be completed prior to beginning the dental hygiene professional curriculum.

Students seeking admission to the dental hygiene program also must be accepted for admission to USI. Admission to the University and completion of the prerequisite courses does not guarantee admission to the dental hygiene program. Admission into the dental hygiene program is limited to 24 students each academic year. Students are accepted into the dental hygiene program based on the cumulative grade point average in the required prerequisite courses. Twenty-four students with the highest grade point average in the required prerequisite courses are offered admission into the program each year. Applicants meeting academic requirements also must present evidence of satisfactory health status, satisfactory criminal background check, satisfactory drug screen to be eligible for dental hygiene licensure, and capable of fulfilling clinical practice requirements.

Application materials for the dental hygiene program are available in the College of Nursing and Health Professions office and on the program's web site. The completed application must be submitted to the dental hygiene program by February 1 of the year the student desires admission to the program. Applications received after February 1 will be considered on a space available basis.

Admission Requirements

Admission requirements include the following:

- acceptance to the University of Southern Indiana;
- completion of the required prerequisite college courses with a grade of C or higher and a minimum cumulative grade point average of 2.8 (4.0 scale);
- submission of a dental hygiene application;
- submission of medical and immunization records;
- CPR certification for healthcare providers;
- completion of a criminal background check; and
- completion of drug testing.

Dental Hygiene Major, B.S.

The dental hygiene program at the University of Southern Indiana is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education. The address of the Commission on Dental Accreditation is American Dental Association, 211 East Chicago Ave, Chicago, IL 60611-2678, phone 800/621-8099.

Prerequisite Courses

Within the University Core Curriculum categories, Dental Hygiene students must select the following courses:

- CMST 101 - Introduction to Public Speaking Credits: 3
- MATH 111 - College Algebra Credits: 4 or higher A2 MATH course
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3

- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3
- SOC 121 - Principles of Sociology Credits: 3
- CHEM 141 - Principles of Chemistry Credits: 4
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4

Dental Hygiene Curriculum

In addition to coursework from the University Core Curriculum, the Dental Hygiene major requires:

- 14 hours of pre-requisite coursework (HP 115, BIOL 272, HP 302, HP 225, HP 356)
- 63 hours of dental hygiene coursework (taken during third and fourth years)

A sample year-by-year curriculum is listed here.

First Year

First Semester (14 hours)

- CMST 101 - Introduction to Public Speaking Credits: 3
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- MATH 111 - College Algebra Credits: 4
- PED Credits: 1
- PSY 201 - Introduction to Psychology Credits: 3

Second Semester (16 hours)

- CHEM 141 - Principles of Chemistry Credits: 4
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- Humanities I Credits: 3
- SOC 121 - Principles of Sociology Credits: 3
- The Arts Credits: 3

Second Year

First Semester (18 hours)

- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- Global Communities Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2
- Humanities II Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3

Second Semester (16 hours)

- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- BIOL 272 - Medical Microbiology Credits: 3
- History Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 225 - Pharmacology and Therapeutics Credits: 3

Third Year

First Semester (17 hours)

- DTHY 303 - Oral Radiology Credits: 3
- DTHY 308 - Applied Dental Materials Credits: 3

- DTHY 314 - Oral Anatomy Credits: 2
- DTHY 316 - Preventive Oral Health I Credits: 2
- DTHY 341 - Dental Hygiene Theory I Credits: 4
- DTHY 342 - Dental Hygiene Clinic I Credits: 3

Second Semester (15 hours)

- DTHY 313 - Anatomy of the Head and Neck Credits: 2
- DTHY 315 - Oral Embryology and Histology Credits: 1
- DTHY 318 - Preventive Oral Health II Credits: 3
- DTHY 322 - Periodontology Credits: 2
- DTHY 351 - Dental Hygiene Theory II Credits: 4
- DTHY 352 - Dental Hygiene Clinic II Credits: 3

Fourth Year

First Semester (17 hours)

- DTHY 405 - General and Oral Pathology Credits: 4
- DTHY 411 - Community Oral Health Theory Credits: 1
- DTHY 422 - Clinical Application of Periodontology Credits: 1
- DTHY 423 - Pain Management in Dentistry Credits: 2
- DTHY 441 - Dental Hygiene Theory III Credits: 4
- DTHY 442 - Dental Hygiene Clinic III Credits: 5

Second Semester (14 hours)

- DTHY 412 - Community Oral Health Practicum Credits: 2
- DTHY 451 - Dental Hygiene Theory IV Credits: 4
- DTHY 452 - Dental Hygiene Clinic IV Credits: 5
- DTHY 457 - Professional and Current Issues in Oral Healthcare Credits: 3

Degree Completion Option for Associate Degree Dental Hygienists

A bachelor's degree in dental hygiene is available to dental hygienists who have earned an associate degree in dental hygiene. Applicants for this degree will be considered on the basis of a review of the individual's records and transcripts. The applicant must hold a current license to practice dental hygiene from any U. S. state, be certified in CPR for healthcare providers, submit medical and immunization records, and complete a criminal background check and drug testing.

Requirements

Following are course requirements for the bachelor's degree completion option:

- completion of an associate degree in dental hygiene;
- completion of the University Core Curriculum;
- completion of all University requirements for a bachelor's degree; and:
- BIOL 272 - Medical Microbiology Credits: 3
- HP 302 - Biostatistics Credits: 3
- DTHY 401 - Clinical Management I Credits: 3
- DTHY 402 - Clinical Management II Credits: 3
- DTHY 457 - Professional and Current Issues in Oral Healthcare Credits: 3

Food and Nutrition

The food and nutrition degree is designed to prepare graduates for entry into community food and nutrition-related careers including healthcare, business, and industry. The major provides a broad coverage of the interpersonal, conceptual, analytical, and application skills necessary to perform in the food and nutrition-related field. Three program options are available: dietetics, nutrition and wellness, or food service management. A minor in nutrition also is offered.

Food and Nutrition Major, Dietetics Specialty, B.A./B.S.

Dietetics is the science of managing food and nutrition to promote health. Students choosing this option will examine nutrition and its application to food and health. The didactic program in dietetics is accredited by the Commission on Accreditation for Dietetics Education (CADE). CADE is recognized as the accrediting agency for bachelor level dietetic programs in the United States. CADE contact information: 120 South Riverside Plaza, Chicago, IL 60606-6995, telephone 312/899-0040, fax 312/899-4817, cade@eatright.org or www.eatright.org/cade.

To become a registered dietitian (R. D.), students must complete a minimum of a bachelor's degree from a CADE accredited undergraduate program, complete a CADE accredited supervised practice program, and complete a national exam. At the completion of our baccalaureate specialty in dietetics, students will be able to apply to a supervised practice program. A grade point average of 3.0 or higher is encouraged for application to supervised practice programs. Graduates who meet these requirements are eligible to take the national registration exam.

Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University of Southern Indiana, and completing all other University admission requirements. Applicants with a minimum of a 2.0 grade point average may be admitted to the Bachelor of Science in Food and Nutrition program.

Food and Nutrition Degree Requirements

A candidate for the Bachelor of Science in Food and Nutrition degree must meet the general requirements for graduation as outlined in this bulletin and successfully complete the food and nutrition courses required for the major area of study.

Summary of food and nutrition degree program requirements:

- completion of the University Core Curriculum requirements as outlined in this bulletin: a minimum of 50 hours. Specific requirements for the University Core Curriculum component of each option area are noted in the section following;
- complete required nutrition core courses: 29 hours;
- complete 29-35 hours in one of the specialty areas;
- a minimum of 120 hours;
- a minimum of 30 hours must be taken from the University of Southern Indiana;
- a minimum of 39 hours of 300/400-level credit hours;
- obtain an average of 2.0 grade point average or better on all work taken at the University of Southern Indiana; and
- achieve a grade of C or better in all core nutrition courses.

Dietetics students also must achieve a grade of C or better in BIOL 121, BIOL 122, CHEM 261, and CHEM 262.

Required Nutrition Core Courses (29 hours)

C or better required

- NUTR 203 - Introduction to Food, Nutrition, and Dietetics Credits: 1
- NUTR 285 - Management Fundamentals in Food and Nutrition Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 381 - Quantity Food Production and Purchasing Credits: 4
- NUTR 384 - Principles and Applications in Food Science Credits: 3
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3
- NUTR 397 - Nutrition in Health Promotion and Disease Prevention Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3
- NUTR 465 - Community Nutrition Credits: 3
- NUTR 496 - Leadership and Professional Issues in Food and Nutrition Credits: 3

Food and Nutrition Specialty Area

In the student's sophomore year, and upon completion of the majority of the University Core Curriculum courses, the student will choose a specialty area.

Required Core Curriculum Courses for Dietetics Specialty

- MATH 111 - College Algebra Credits: 4 (or higher level A2 MATH course)
- PHIL 363 - Bioethics Credits: 3 **or**
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- SOC 121 - Principles of Sociology Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3
- BIOL 121 - Human Anatomy and Physiology I Credits: 4 (C or better)
- BIOL 122 - Human Anatomy and Physiology II Credits: 4 (C or better)
- CHEM 261 - General Chemistry I Credits: 4 (C or better)
- CHEM 262 - General Chemistry II Credits: 4 (C or better)

Dietetics Specialty (35 hours)

C or better required in all classes

- HP 115 - Medical Terminology For The Health Professions Credits: 2
 - HP 211 - The Healthcare Delivery System Credits: 3
 - HP 302 - Biostatistics Credits: 3
 - NUTR 205 - The Profession of Dietetics Credits: 1
 - NUTR 378 - Nutrition for Fitness and Sports Credits: 3
 - NUTR 412 - Advanced Human Metabolism Credits: 4
 - NUTR 452 - Nutrition and Health Assessment Credits: 3
 - NUTR 481 - Nutritional Education, Counseling and Theory Credits: 3
 - NUTR 485 - Medical Nutrition Therapy I Credits: 3
 - NUTR 486 - Medical Nutrition Therapy II Credits: 3
 - BIOL 272 - Medical Microbiology Credits: 3
 - CHEM 241 - Organic/Biochemistry Principles Credits: 4
- Optional course:
- NUTR 420 - Practicum in Food, Nutrition and Wellness Credits: 1-3

Sample Food and Nutrition Curriculum - Dietetics Specialty

First Year

Fall Semester (16 hours)

- * ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- * CMST 101 - Introduction to Public Speaking Credits: 3 ** **or**
- * CMST 107 - Introduction to Interpersonal Communication Credits: 3 **
- * BIOL 121 - Human Anatomy and Physiology I Credits: 4 **
- * MATH 111 - College Algebra Credits: 4 **
- NUTR 203 - Introduction to Food, Nutrition, and Dietetics Credits: 1 **
- * PED - Physical Education Activity Selection Credit: 1

Spring Semester (16 hours)

- * ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3 **
- * BIOL 122 - Human Anatomy and Physiology II Credits: 4 **
- * SOC 121 - Principles of Sociology Credits: 3 **
- * PSY 201 - Introduction to Psychology Credits: 3 **
- NUTR 205 - The Profession of Dietetics Credits: 1 **
- HP 115 - Medical Terminology For The Health Professions Credits: 2 **

Second Year

Fall Semester (16 hours)

- * CHEM 261 - General Chemistry I Credits: 4 **
- * HUM - Western Culture Core Curriculum Selection Credit: 3 **
- * ART - The Arts Core Curriculum Selection Credit: 3
- HP 211 - The Healthcare Delivery System Credits: 3 **
- * NUTR 376 - Principles and Applications in Nutrition Credits: 3 **

Spring Semester (16 hours)

- * CHEM 262 - General Chemistry II Credits: 4 **
- * HIST - History Core Curriculum Selection Credits: 3
- * HUM - Western Culture Core Curriculum Selection Credits: 3
- BIOL 272 - Medical Microbiology Credits: 3 **
- NUTR 285 - Management Fundamentals in Food and Nutrition Credits: 3 **

Third Year

Fall Semester (17 hours)

- NUTR 378 - Nutrition for Fitness and Sports Credits: 3 **
- NUTR 381 - Quantity Food Production and Purchasing Credits: 4 **
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3 **
- CHEM 241 - Organic/Biochemistry Principles Credits: 4 **
- Elective - (Recommend EXSC 397 - Physiology of Exercise) Credits: 3

Spring Semester (15 hours)

- HP 302 - Biostatistics Credits: 3 **
- NUTR 384 - Principles and Applications in Food Science Credits: 3 **
- NUTR 397 - Nutrition in Health Promotion and Disease Prevention Credits: 3 **
- * Core - Ethics (PHIL 363 or HP 356) Credits: 3 **
- NUTR 452 - Nutrition and Health Assessment Credits: 3

Fourth Year

Fall Semester (16 hours)

- *Core - Global Communities Core Curriculum Selection Credits: 3
- NUTR 412 - Advanced Human Metabolism Credits: 4 **
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3 **
- NUTR 485 - Medical Nutrition Therapy I Credits: 3 **
- Elective - (Recommend HP 335 Pathophysiology) Credits: 3

Spring Semester (15 hours)

- NUTR 465 - Community Nutrition Credits: 3 **
- NUTR 481 - Nutritional Education, Counseling and Theory Credits: 3 **
- NUTR 486 - Medical Nutrition Therapy II Credits: 3 **
- Elective - (Recommend HP 325 Pharmacology) Credits: 3
- * NUTR 496 - Leadership and Professional Issues in Food and Nutrition Credits: 3 **

Note(s):

*University Core Curriculum courses

** Required for DPD

Food and Nutrition Major, Food Service Management Specialty B.A./B.S.

The food service management specialty courses are designed to develop problem-solving skills and creative thinking in food service. During the completion of this specialty, the students will be provided opportunities to complete food service certifications. Certifications have proven to be an important key element for developing professionalism in the food service industry and a way of recognizing employees and reducing turnover. Nationally recognized certifications will be offered.

Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University of Southern Indiana, and completing all other University admission requirements. Applicants with a minimum of a 2.0 grade point average may be admitted to the Bachelor of Science in Food and Nutrition program.

Food and Nutrition Degree Requirements

A candidate for the Bachelor of Science in Food and Nutrition degree must meet the general requirements for graduation as outlined in this bulletin and successfully complete the food and nutrition courses required for the major area of study.

Summary of food and nutrition degree program requirements:

- completion of the University Core Curriculum requirements as outlined in this bulletin: a minimum of 50 hours. Specific requirements for the University Core Curriculum component of each option area are noted in the section following;
- complete required nutrition core courses: 29 hours;
- complete 29-35 hours in one of the specialty areas;
- a minimum of 120 hours;
- a minimum of 30 hours must be taken from the University of Southern Indiana;
- a minimum of 39 hours of 300/400-level credit hours;
- obtain an average of 2.0 grade point average or better on all work taken at the University of Southern Indiana; and
- achieve a grade of C or better in all core nutrition courses.

Dietetics students also must achieve a grade of C or better in BIOL 121, BIOL 122, CHEM 261, and CHEM 262.

Note(s):

Many of the courses required for the Bachelor of Science in Food and Nutrition degree are available online to distance education students.

Required Nutrition Core Courses (29 hours)

C or better required

- NUTR 203 - Introduction to Food, Nutrition, and Dietetics Credits: 1
- NUTR 285 - Management Fundamentals in Food and Nutrition Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 381 - Quantity Food Production and Purchasing Credits: 4
- NUTR 384 - Principles and Applications in Food Science Credits: 3
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3
- NUTR 397 - Nutrition in Health Promotion and Disease Prevention Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3
- NUTR 465 - Community Nutrition Credits: 3
- NUTR 496 - Leadership and Professional Issues in Food and Nutrition Credits: 3

Required Core Curriculum Courses for Food Service Management Specialty

- MATH 111 - College Algebra Credits: 4 (or higher level A2 MATH course)
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3

- BIOL 141 - Principles of Biology Credits: 4 or
- BIOL 133 - Biological Concepts Credits: 4

Food Service Management Specialty Courses (30 hours)

- CIS 151 - Computer Applications in Business Credits: 3
- ACCT 201 - Accounting Principles I Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- MKTG 201 - Introduction to Marketing Credits: 3
- MKTG 332 - Consumer Behavior Credits: 3
- NUTR 427 - Senior Project in Food and Nutrition Credits: 3
- NUTR 492 - Food Service Operations Management Credits: 3
- HP 378 - Community Health Education Methods Credits: 3
- HA 411 - Healthcare Leadership Credits: 3 or
- MNGT 201 - Survey of Management Credits: 3 or
- MNGT 305 - Principles of Management Credits: 3
- HA 421 - Healthcare Finance Credits: 3 or
- FIN 201 - Fundamentals of Finance Credits: 3
- Optional course:
- NUTR 420 - Practicum in Food, Nutrition and Wellness Credits: 1-3

Sample Food and Nutrition Curriculum - Food Service Management Specialty

First Year

Fall Semester (16 hours)

- * ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- * CMST 101 - Introduction to Public Speaking Credits: 3 or
- * CMST 107 - Introduction to Interpersonal Communication Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- * MATH 111 - College Algebra Credits: 4
- * PSY 201 - Introduction to Psychology Credits: 3

Spring Semester (16 hours)

- * ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- * ECON 208 - Principles of Microeconomics Credits: 3
- * BIOL 141 - Principles of Biology Credits: 4 or
- * BIOL 133 - Biological Concepts Credits: 4
- * Core - The Arts Core Curriculum Selection Credits: 3
- * Core - History Core Curriculum Selection Credits: 3

Second Year

Fall Semester (16-17 hours)

- * CHEM 103 - Molecules, Matter, and Me Credits: 3 or
- * CHEM 141 - Principles of Chemistry Credits: 4 or
- * CHEM 261 - General Chemistry I Credits: 4
- ACCT 201 - Accounting Principles I Credits: 3
- * Core - Western Culture Core Curriculum Selection Credits: 3
- * ECON 209 - Principles of Macroeconomics Credits: 3
- * NUTR 376 - Principles and Applications in Nutrition Credits: 3
- * NUTR 203 - Introduction to Food, Nutrition, and Dietetics Credits: 1

Spring Semester (16 hours)

- MKTG 201 - Introduction to Marketing Credits: 3
- ACCT 202 - Accounting Principles II Credits: 3
- * Core - Western Culture Core Curriculum Selection Credits: 3
- * Core - Science Core Curriculum Selection or Elective Credits: 3
- NUTR 285 - Management Fundamentals in Food and Nutrition Credits: 3
- * Core - Health and Fitness Activity Core Curr. Selection Credits: 1

Third Year

Fall Semester (15 hours)

- HA 421 - Healthcare Finance Credits: 3 or
- FIN 201 - Fundamentals of Finance Credits: 3
- HA 411 - Healthcare Leadership Credits: 3 or
- MNGT 201 - Survey of Management Credits: 3 or
- MNGT 305 - Principles of Management Credits: 3
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3
- NUTR 381 - Quantity Food Production and Purchasing Credits: 4
- Elective Credits: 2

Spring Semester (15 hours)

- MKTG 332 - Consumer Behavior Credits: 3
- NUTR 384 - Principles and Applications in Food Science Credits: 3
- NUTR 397 - Nutrition in Health Promotion and Disease Prevention Credits: 3
- Elective Credits: 3
- Elective Credits: 3

Fourth Year

Fall Semester (15 hours)

- * Core - Ethics Core Curriculum Selection Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3
- * Core - Global Communities Core Curriculum Selection Credits: 3
- NUTR 492 - Food Service Operations Management Credits: 3
- Elective Credits: 3

Spring Semester (15 hours)

- NUTR 465 - Community Nutrition Credits: 3
- NUTR 427 - Senior Project in Food and Nutrition Credits: 3
- * NUTR 496 - Leadership and Professional Issues in Food and Nutrition Credits: 3
- HP 378 - Community Health Education Methods Credits: 3
- Elective Credits: 3

Note(s):

*University Core Curriculum courses

Food and Nutrition Major, Nutrition and Wellness Specialty, B.A./B.S.

The nutrition and wellness specialty provides students with an understanding of the role of exercise and nutrition in overall wellness. Graduates are prepared to work in nutrition and wellness positions in fitness centers, community and public health settings, nutrition marketing, product development, and consumer affairs. With the epidemic growth of obesity and related illnesses, graduates of the specialty will have multiple employment opportunities.

Food and Nutrition Degree Requirements

A candidate for the Bachelor of Science in Food and Nutrition degree must meet the general requirements for graduation as outlined in this bulletin and successfully complete the food and nutrition courses required for the major area of study.

Summary of food and nutrition degree program requirements:

- completion of the University Core Curriculum requirements as outlined in this bulletin: a minimum of 50 hours. Specific requirements for the University Core Curriculum component of each option area are noted in the section following;
- complete required nutrition core courses: 29 hours;
- complete 29-35 hours in one of the specialty areas;
- a minimum of 120 hours;
- a minimum of 30 hours must be taken from the University of Southern Indiana;
- a minimum of 39 hours of 300/400-level credit hours;
- obtain an average of 2.0 grade point average or better on all work taken at the University of Southern Indiana; and
- achieve a grade of C or better in all core nutrition courses.

Dietetics students also must achieve a grade of C or better in BIOL 121, BIOL 122, CHEM 261, and CHEM 262.

Required Nutrition Core Courses (29 hours)

C or better required

- NUTR 203 - Introduction to Food, Nutrition, and Dietetics Credits: 1
- NUTR 285 - Management Fundamentals in Food and Nutrition Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 381 - Quantity Food Production and Purchasing Credits: 4
- NUTR 384 - Principles and Applications in Food Science Credits: 3
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3
- NUTR 397 - Nutrition in Health Promotion and Disease Prevention Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3
- NUTR 465 - Community Nutrition Credits: 3
- NUTR 496 - Leadership and Professional Issues in Food and Nutrition Credits: 3

Food and Nutrition Specialty Area

In the student's sophomore year, and upon completion of the majority of the University Core Curriculum courses, the student will choose a specialty area.

Required Core Curriculum Courses for Nutrition and Wellness Specialty

- PSY 201 - Introduction to Psychology Credits: 3
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- CHEM 141 - Principles of Chemistry Credits: 4

Nutrition and Wellness Specialty Courses (29 hours)

- HP 115 - Medical Terminology For The Health Professions Credits: 2
- HP 305 - Structure and Theory: Worksite Wellness and Health Promotion Credits: 3
- HP 306 - Evaluation and Application: Worksite Wellness and Health Promotion Credits: 3
- HP 378 - Community Health Education Methods Credits: 3
- KIN 281 - Personal Health Science Credits: 3
- KIN 385 - Methods of Group Exercise Instruction Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4
- EXSC 484 - Exercise Testing and Prescription Credits: 3

- GERO 318 - Healthy Aging Credits: 3
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
Optional course:
- NUTR 420 - Practicum in Food, Nutrition and Wellness Credits: 1-3

Sample Food and Nutrition Curriculum - Nutrition and Wellness Specialty

First Year

Fall Semester (17 hours)

- * ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- * CMST 101 - Introduction to Public Speaking Credits: 3 **or**
- * CMST 107 - Introduction to Interpersonal Communication Credits: 3
- * CHEM 141 - Principles of Chemistry Credits: 4
- * Core - Individual Development Core Curr. Selection Credits: 3
- * MATH 111 - College Algebra Credits: 4

Spring Semester (15 hours)

- * ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- * Core - History Core Curriculum Selection Credits: 3
- * KIN 281 - Personal Health Science Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2
- * PSY 201 - Introduction to Psychology Credits: 3
- * Core - Health and Fitness Activity Core Curr. Selection Credits: 1

Second Year

Fall Semester (17 hours)

- * BIOL 121 - Human Anatomy and Physiology I Credits: 4
- * HUM - Western Culture Core Curriculum Selection Credits: 3
- * ART - The Arts Core Curriculum Selection Credits: 3
- NUTR 203 - Introduction to Food, Nutrition, and Dietetics Credits: 1
- * NUTR 376 - Principles and Applications in Nutrition Credits: 3
- Elective Credits: 3

Spring Semester (16 hours)

- GERO 318 - Healthy Aging Credits: 3
- * BIOL 122 - Human Anatomy and Physiology II Credits: 4
- * HUM Western Culture Core Curriculum Selection Credit: 3
- KIN 385 - Methods of Group Exercise Instruction Credits: 3
- NUTR 285 - Management Fundamentals in Food and Nutrition Credits: 3

Third Year

Fall Semester (16 hours)

- EXSC 397 - Physiology of Exercise Credits: 4
- NUTR 381 - Quantity Food Production and Purchasing Credits: 4
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3
- HP 305 - Structure and Theory: Worksite Wellness and Health Promotion Credits: 3
- Elective Credits: 3

Spring Semester (15 hours)

- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- NUTR 384 - Principles and Applications in Food Science Credits: 3
- NUTR 397 - Nutrition in Health Promotion and Disease Prevention Credits: 3
- HP 306 - Evaluation and Application: Worksite Wellness and Health Promotion Credits: 3
- Elective Credits: 3

Fourth Year

Fall Semester (15 hours)

- HP 378 - Community Health Education Methods Credits: 3
- EXSC 484 - Exercise Testing and Prescription Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3
- * Core - Global Communities Core Curriculum Selection Credits: 3
- Elective Credits: 3

Spring Semester (12-13 hours)

- NUTR 465 - Community Nutrition Credits: 3
- Elective Credits: 3
- NUTR 496 - Leadership and Professional Issues in Food and Nutrition Credits: 3
- * Core - Ethics Core Curriculum Selection Credits: 3

Note(s):

*University Core Curriculum courses

Nutrition Minor

18-19 hours

The minor in Nutrition will allow students to gain a better understanding of nutrition and its role in achieving optimal health.

Required Courses

- One biology or chemistry course from C3-Science in the University Core Curriculum Credits: 3-4
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3
- NUTR 465 - Community Nutrition Credits: 3

Health Services

Bachelor of Science in Health Services graduates are prepared for entry into or advancement in the healthcare field. This degree program is designed to provide educational opportunities for students interested in gaining a knowledge base for positions in healthcare not requiring specialized clinical preparation, or for individuals who have completed a health professions clinical program and wish to increase their knowledge and skills to effectively respond to the rapidly changing needs of the American healthcare delivery system.

Program Options

The Health Services major has three tracks:

- Track A - Degree Completion Option. Students with an active clinical license who desire a baccalaureate degree to complement their clinical profession, for continued employment, or to advance in their field may choose the degree completion option.
- Track B - Generalist Option. The generalist option may lead to entry-level employment in the health care area where no licensing or specialty training is required.

- Track C - Specialty Option. Students who complete one of several specialty areas will be fully prepared for an entry-level position, promotion or advancement, or to continue coursework at the graduate level in the respective health care field.

Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University of Southern Indiana and completing all other University admission requirements. Applicants with at least a 2.0 grade point average may apply to the Bachelor of Science in Health Services program. (Track C - Specialty Option students require at least a 2.75 grade point average.)

Double Major

Students from another major wishing to double major in Health Services are required to complete the Health Services Core courses (18 hours) and choose a specialty area (24-36 hours).

Health Services Major Requirements

Candidates for the Bachelor of Science in Health Services degree must meet the general requirements for graduation as outlined in this bulletin and successfully complete all sections outlined in the Health Services curriculum.

Health Services Major, Generalist Option, B.S.

Bachelor of Science in Health Services

Health Services Core (18 hours)

C or better required

- HP 211 - The Healthcare Delivery System Credits: 3
- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- PH 284 - Public Health Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 498 - Current Concepts in the Health Professions Credits: 3

Medical Terminology

- HP 115 - Medical Terminology For The Health Professions Credits: 2

Health Services Specialty Overview (12 hours)

- HA 407 - Issues in Health Care Leadership Credits: 3
- PH 483 - Health All Around Us: Concepts in Environmental Health Credits: 3
- GERO 312 - Living Well Throughout the Lifespan Credits: 3
- HP 377 - Foundations for Health Promotion Credits: 3

Generalist Electives (10 hours)

As directed by a health services advisor, complete 10 hours of electives from among the following:

- GERO 319 - Assessment and Management of Alzheimer's Disease Credits: 3
- HP 225 - Pharmacology and Therapeutics Credits: 3
- HP 234 - Mechanisms of Pathophysiology Credits: 3
- HP 236 - Eastern Medicine and Alternative/Complimentary Healthcare Credits: 3
- HP 255 - Human Sexuality: A Health Perspective Credits: 3

- HP 265 - Alcohol And Drug Abuse: A Health Perspective Credits: 3
- HP 308 - HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives Credits: 3
- HP 490 - Special Topics In Health Professions Credits: 1, 2, or 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- PSY 322 - Abnormal Psychology Credits: 3

Health Services Major, Gerontology Specialty, B.S.

Bachelor of Science in Health Services

Health Services Core (18 hours)

C or better required

- HP 211 - The Healthcare Delivery System Credits: 3
- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- PH 284 - Public Health Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 498 - Current Concepts in the Health Professions Credits: 3

Health Services Specialty Area

Health Services majors in Track C are required to complete one specialty area (Health Administration, Gerontology, Health Promotion and Worksite Wellness, Public Health, Long Term Care Administration).

Gerontology Specialty, Pre-Admission Courses

Required pre-admission courses:

- PSY 201 - Introduction to Psychology Credits: 3
- MATH 111 - College Algebra Credits: 4

Recommended pre-admission courses:

- ENG 210 - Technical Writing Credits: 3

Gerontology Specialty (24 hours)

C or better required

- PSY 371 - Adulthood and Aging Credits: 3
- GERO 316 - Biological Aspects of Aging Credits: 3
- GERO 317 - Health Care Continuum and Community Services Credits: 3
- GERO 318 - Healthy Aging Credits: 3
- GERO 321 - Sociological Aspects of Aging Credits: 3
- GERO 425 - Health Facilities Administration Credits: 3
- HP 480 - Internship in Health Services Credits: 1, 2, or 3 (Two 3-hour internships required; 6 hours)

Health Services Major, Health Administration Specialty, B.S.

Bachelor of Science in Health Services

Health Services Core (18 hours)

C or better required

- HP 211 - The Healthcare Delivery System Credits: 3
- GERO 215 - Health Care Aspects of Gerontology Credits: 3

- PH 284 - Public Health Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 498 - Current Concepts in the Health Professions Credits: 3

Health Services Specialty Area

Health Services majors in Track C are required to complete one specialty area (Health Administration, Gerontology, Health Promotion and Worksite Wellness, Public Health, Long Term Care Administration).

Health Administration Specialty, Pre-Admission Courses

Required pre-admission courses:

- ENG 210 - Technical Writing Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- MATH 111 - College Algebra Credits: 4

Recommended pre-admission courses:

- ECON 175 - Fundamentals of Economics Credits: 3
- POLS 102 - Introduction to American Politics Credits: 3
- ACCT 201 - Accounting Principles I Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2

Health Administration Specialty (24 hours)

C or better required

- HA 405 - Health Informatics Credits: 3
- HA 411 - Healthcare Leadership Credits: 3
- HA 421 - Healthcare Finance Credits: 3
- HA 431 - Healthcare Quality Credits: 3
- HA 496 - Marketing and Competitive Strategy in Healthcare Credits: 3
- PH 485 - Epidemiology Credits: 3
- HP 480 - Internship in Health Services Credits: 1, 2, or 3 (Two 3-hour internships required; 6 hours)

Health Services Major, Health Promotion & Worksite Wellness Specialty, B.S.

Bachelor of Science in Health Services

Health Services Core (18 hours)

C or better required

- HP 211 - The Healthcare Delivery System Credits: 3
- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- PH 284 - Public Health Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 498 - Current Concepts in the Health Professions Credits: 3

Health Services Specialty Area

Health Services majors in Track C are required to complete one specialty area (Health Administration, Gerontology, Health Promotion and Worksite Wellness, Public Health, Long Term Care Administration).

Health Promotion & Worksite Wellness Specialty, Pre-Admission Courses

Required pre-admission courses:

- HP 115 - Medical Terminology For The Health Professions Credits: 2
 - MATH 111 - College Algebra Credits: 4
- Recommended pre-admission courses:
- ENG 210 - Technical Writing Credits: 3
 - CIS 151 - Computer Applications in Business Credits: 3

Health Promotion & Worksite Wellness Specialty (27 hours)

C or better required

- HP 305 - Structure and Theory: Worksite Wellness and Health Promotion Credits: 3
- HP 306 - Evaluation and Application: Worksite Wellness and Health Promotion Credits: 3
- HP 378 - Community Health Education Methods Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- PH 484 - Environmental Health Credits: 3
- HP 409 - Health Promotion and Worksite Wellness Practicum Credits: 3 (Two 3-hour practicums required; 6 hours)

6 hours from the following

- GERO 318 - Healthy Aging Credits: 3
- HP 255 - Human Sexuality: A Health Perspective Credits: 3
- HP 265 - Alcohol And Drug Abuse: A Health Perspective Credits: 3
- CMST 410 - Seminar in Interpersonal Communication Credits: 3 (Approved topic: Health Communication)

Health Services Major, Long Term Care Administration Specialty, B.S.

Bachelor of Science in Health Services

Health Services Core (18 hours)

C or better required

- HP 211 - The Healthcare Delivery System Credits: 3
- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- PH 284 - Public Health Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 498 - Current Concepts in the Health Professions Credits: 3

Health Services Specialty Area

Health Services majors in Track C are required to complete one specialty area (Health Administration, Gerontology, Health Promotion and Worksite Wellness, Public Health, Long Term Care Administration).

Long Term Care Administration Specialty, Pre-Admission Courses

Required pre-admission courses:

- PSY 201 - Introduction to Psychology Credits: 3
 - MATH 111 - College Algebra Credits: 4
- Recommended pre-admission courses:
- ENG 210 - Technical Writing Credits: 3
 - HP 115 - Medical Terminology For The Health Professions Credits: 2
 - ECON 175 - Fundamentals of Economics Credits: 3
 - CIS 151 - Computer Applications in Business Credits: 3
 - ACCT 201 - Accounting Principles I Credits: 3

Long Term Care Administration Specialty (36 hours)

C or better required

- PSY 371 - Adulthood and Aging Credits: 3
- GERO 316 - Biological Aspects of Aging Credits: 3
- GERO 317 - Health Care Continuum and Community Services Credits: 3
- GERO 321 - Sociological Aspects of Aging Credits: 3
- GERO 425 - Health Facilities Administration Credits: 3
- HA 405 - Health Informatics Credits: 3
- HA 411 - Healthcare Leadership Credits: 3
- HA 421 - Healthcare Finance Credits: 3
- HA 431 - Healthcare Quality Credits: 3
- HA 496 - Marketing and Competitive Strategy in Healthcare Credits: 3
- HP 480 - Internship in Health Services Credits: 1, 2, or 3 (Two 3-hour internships required; 6 hours)

Health Services Major, Public Health Specialty, B.S.

Bachelor of Science in Health Services

Health Services Core (18 hours)

C or better required

- HP 211 - The Healthcare Delivery System Credits: 3
- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- PH 284 - Public Health Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 498 - Current Concepts in the Health Professions Credits: 3

Health Services Specialty Area

Health Services majors in Track C are required to complete one specialty area (Health Administration, Gerontology, Health Promotion and Worksite Wellness, Public Health, Long Term Care Administration).

Public Health Specialty, Pre-Admission Courses

Required pre-admission courses:

- HP 115 - Medical Terminology For The Health Professions Credits: 2
- MATH 111 - College Algebra Credits: 4

Recommended pre-admission courses:

- ENG 210 - Technical Writing Credits: 3
- BIOL 251 - Environmental Conservation Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3

Public Health Specialty (24 hours)

C or better required

- HP 378 - Community Health Education Methods Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- PH 385 - Disease Control Credits: 3
- PH 484 - Environmental Health Credits: 3
- PH 485 - Epidemiology Credits: 3
- PH 486 - Public Health Administration Credits: 3

6 hours from the following

- HP 480 - Internship in Health Services Credits: 1, 2, or 3

- HP 490 - Special Topics In Health Professions Credits: 1, 2, or 3

Optional Courses

The following courses are recommended for students pursuing the Public Health specialty:

- SOC 121 - Principles of Sociology Credits: 3
- CHEM 107 - Elements in Everyday Chemistry Credits: 4
- BIOL 272 - Medical Microbiology Credits: 3

Health Services Major; Degree Completion Option, B.S.

Bachelor of Science in Health Services

Health Services Core (18 hours)

C or better required

- HP 211 - The Healthcare Delivery System Credits: 3
- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- PH 284 - Public Health Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 498 - Current Concepts in the Health Professions Credits: 3

Medical Terminology

- HP 115 - Medical Terminology For The Health Professions Credits: 2

Health Services Specialty Overview (12 hours)

- HA 407 - Issues in Health Care Leadership Credits: 3
- PH 483 - Health All Around Us: Concepts in Environmental Health Credits: 3
- GERO 312 - Living Well Throughout the Lifespan Credits: 3
- HP 377 - Foundations for Health Promotion Credits: 3

Degree Completion Electives (12 hours)

As directed by a health services advisor, complete 12 hours of electives from among the following:

- GERO 319 - Assessment and Management of Alzheimer's Disease Credits: 3
- HP 225 - Pharmacology and Therapeutics Credits: 3
- HP 234 - Mechanisms of Pathophysiology Credits: 3
- HP 236 - Eastern Medicine and Alternative/Complimentary Healthcare Credits: 3
- HP 255 - Human Sexuality: A Health Perspective Credits: 3
- HP 265 - Alcohol And Drug Abuse: A Health Perspective Credits: 3
- HP 308 - HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives Credits: 3
- HP 490 - Special Topics In Health Professions Credits: 1, 2, or 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- PSY 322 - Abnormal Psychology Credits: 3

Gerontology Minor

Health Services Minor Requirements

Non-Health Services majors may pursue any of the following health services-related minors: Gerontology, Health Administration, Health Promotion and Worksite Wellness, or Public Health.

Gerontology Minor (21 hours)

- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- PSY 371 - Adulthood and Aging Credits: 3
- GERO 316 - Biological Aspects of Aging Credits: 3
- GERO 317 - Health Care Continuum and Community Services Credits: 3
- GERO 318 - Healthy Aging Credits: 3
- GERO 321 - Sociological Aspects of Aging Credits: 3
- GERO 425 - Health Facilities Administration Credits: 3

Health Administration Minor

Health Services Minor Requirements

Non-Health Services majors may pursue any of the following health services-related minors: Gerontology, Health Administration, Health Promotion and Worksite Wellness, or Public Health.

Health Administration Minor (21 hours)

- HP 211 - The Healthcare Delivery System Credits: 3
- HA 405 - Health Informatics Credits: 3
- HA 411 - Healthcare Leadership Credits: 3
- HA 421 - Healthcare Finance Credits: 3
- HA 431 - Healthcare Quality Credits: 3
- HA 496 - Marketing and Competitive Strategy in Healthcare Credits: 3
- PH 485 - Epidemiology Credits: 3

Health Promotion & Worksite Wellness Minor

Health Services Minor Requirements

Non-Health Services majors may pursue any of the following health services-related minors: Gerontology, Health Administration, Health Promotion and Worksite Wellness, or Public Health.

Health Promotion & Worksite Wellness Minor (27 hours)

- HP 305 - Structure and Theory: Worksite Wellness and Health Promotion Credits: 3
- HP 306 - Evaluation and Application: Worksite Wellness and Health Promotion Credits: 3
- HP 409 - Health Promotion and Worksite Wellness Practicum Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 378 - Community Health Education Methods Credits: 3
- PH 484 - Environmental Health Credits: 3

9 hours from the following:

- GERO 318 - Healthy Aging Credits: 3
- HP 236 - Eastern Medicine and Alternative/Complimentary Healthcare Credits: 3
- HP 255 - Human Sexuality: A Health Perspective Credits: 3
- HP 265 - Alcohol And Drug Abuse: A Health Perspective Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- CMST 410 - Seminar in Interpersonal Communication Credits: 3 (approved topic: Health Communication)

Public Health Minor

Health Services Minor Requirements

Non-Health Services majors may pursue any of the following health services-related minors: Gerontology, Health Administration, Health Promotion and Worksite Wellness, or Public Health.

Public Health Minor (21 hours)

- HP 302 - Biostatistics Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- PH 284 - Public Health Credits: 3
- PH 385 - Disease Control Credits: 3
- PH 484 - Environmental Health Credits: 3
- PH 485 - Epidemiology Credits: 3
- PH 486 - Public Health Administration Credits: 3

Nursing

Nursing as an art and science is based on scientific, aesthetic, and ethical knowledge. The professional nurse diagnoses and treats human responses to illness, helps restore wellness, promotes health, and brings comfort to the dying patient. Caring, commitment, critical thinking, and practice competence are characteristics of the USI nurse.

Graduates of the USI nursing program are employed in hospitals, long-term care facilities, schools, clinics, research facilities, and numerous other community settings. Clinical specialty areas include medical, surgical, maternal-child, geriatric, and psychiatric nursing. Additional education and experience provide career opportunities in teaching, research, management, and independent practice.

The undergraduate nursing program is designed to prepare the professional nurse as a generalist to plan, implement, and evaluate healthcare for individuals, families, and groups in institutional and community settings.

Completion of the undergraduate program provides the foundation for professional practice and graduate study in nursing. Students completing and meeting the requirements for graduation from the nursing program will be eligible to sit for the registered nurse licensure exam.

In addition to classroom instruction and simulated learning activities, clinical learning occurs in local hospitals, nursing homes, home health agencies, clinics, and a number of other agencies. Students gain experience with patients in medical, surgical, psychiatric, maternity, pediatric, gerontology, oncology, operating room, critical care, emergency room, post-anesthesia, and community settings. Clinical practice prepares students for employment in these areas following graduation.

The nursing program is accredited by the Indiana State Board of Nursing and by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D. C. 20036, 202/887-6791.

BSN Program Admission Requirements

Admission to the USI baccalaureate nursing program requires admission to the University and a separate application to the nursing program. Admission is competitive and limited by the availability of instructional resources and clinical learning sites.

To be admitted/enrolled in nursing program courses, students must have a minimum grade of C or better in BIOL 121; BIOL 122; BIOL 272; CHEM 141; NUTR 376 or BIOL 176; ENG 101; ENG 201; CMST 101 or CMST 107; PSY 201; and SOC 121 (or other C2 category course). Students earning less than a C grade in two sciences and/or nutrition courses will not be eligible to be admitted or enrolled in nursing courses.

All students selected for admission to the nursing program also must meet clinical agency requirements, present evidence of satisfactory health status, be eligible for RN licensure, and capable of fulfilling clinical practice requirements. Admission to the nursing program is based on academic qualifications and is contingent upon a satisfactory criminal record check and drug screening. The number of students admitted to the nursing program is limited by the availability of instructional resources and clinical learning sites.

Non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based), or APIEL score of 3, or IELTS score of 6.

Early admission, standard admission, and second degree admission are available for prospective nursing students.

Early Admission

Early admission to the undergraduate nursing program may occur prior to entrance to the University for high school students with outstanding high school achievement and high SAT/ACT scores. Maintenance of an early admission status is contingent on meeting the requirements listed.

To qualify for early admission, students must have both a high school GPA of 3.5 or above on a 4.0 scale and standardized exam score which is a combined math and reading SAT of 1200 with at least 550 in each area, or an ACT of 26.

Standard Admission

A review of the admission application occurs after completion of 35 hours of required courses (see the course sequence for the specific courses which are considered). Students admitted to the nursing program begin coursework in the following spring semester.

To be considered for admission to the nursing program, students must have completed the 35 college credit hours identified for the first-year courses (or their equivalent) in the nursing curriculum. Admission to the program is competitive and the selection of applicants is based upon the following criteria: GPA in required courses and recommended standardized exam score which is a combined reading and math SAT of 1000 with at least 450 in each area or an ACT of 21. For students who have been out of high school three years or more, a pre-admission standardized nursing exam may be substituted for the SAT or ACT.

In the event that applicants have equivalent qualifications, the written essay and participation in community activities will be considered.

Second Degree Admission

The second degree option is offered to potential students who have already completed a baccalaureate in another field. Admission to the BSN program as a second degree student is competitive and the selection of applicants is based on the following criteria: Students who have a previous degree are required to complete required pre-requisite courses. Second degree students are considered with student applying for Standard Admission. Admission to the program is competitive and is based on GPA in required courses and standardized exam score.

Nursing Major, B.S.N.

USI Baccalaureate Nursing Program Curriculum

A grade of C or better is required in all Nursing courses. A typical semester-by-semester course schedule is listed here.

First Year (35 hours)

Fall Semester (17 hours)

- CMST 101 - Introduction to Public Speaking Credits: 3 **or**
- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- Math Credits: 4
- History Credits: 3

Spring Semester (18 hours)

- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- PSY 201 - Introduction to Psychology Credits: 3
- CHEM 141 - Principles of Chemistry Credits: 4
- Arts Credits: 3
- Fitness Credits: 1

Second Year (34 hours)

Fall Semester (17 hours)

- NUTR 376 - Principles and Applications in Nutrition Credits: 3 (C or better required) **or**
- BIOL 176 - Nutrition Credits: 3 (C or better required)
- BIOL 272 - Medical Microbiology Credits: 3 (C or better required)
- HP 115 - Medical Terminology For The Health Professions Credits: 2 (C or better required)
- Global Communities Credits: 3
- Western Culture Credits: 3
- Individual Development/Social Behavior Credits: 3

Spring Semester (17 hours)

- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3 **or**
- PHIL 363 - Bioethics Credits: 3
- HP 302 - Biostatistics Credits: 3 (C or better required)
- NURS 246 - Introduction to Professional Nursing Credits: 5
- NURS 247 - Health Assessment Credits: 3
- Western Culture Credits: 3

Third Year (31 credit hours)

Fall Semester (15 hours)

- NURS 353 - Nursing Research Credits: 3
- NURS 356 - Pharmacology for Nurses Credits: 2
- NURS 357 - Introduction to Patient Care Credits: 3
- NURS 358 - Nursing Care of Adults I Credits: 7

Spring Semester (16 hours)

- NURS 361 - Care of Elders and Families Credits: 4
- NURS 363 - Mental Health Nursing Credits: 4
- NURS 364 - Care of Children and Families Credits: 4
- NURS 368 - Nursing Care of the Adult II Credits: 4

Fourth Year (30 credit hours)

Fall Semester (16 hours)

- NURS 455 - Community Health Nursing Credits: 4
- NURS 456 - Nursing of Women and Families Credits: 4
- NURS 468 - Nursing Care of Adults III Credits: 8

Spring Semester (14 hours)

- NURS 467 - Professional Nursing and Healthcare Issues Credits: 3
- NURS 488 - Nursing Management in the Care of Adults Credits: 7
- NURS 498 - Internship in Professional Nursing Credits: 4

Additional Information

All nursing courses with the exception of NURS 353, NURS 356, and NURS 467 include either seminar hours (2 seminar hours = 1 hour) or skills lab/clinical experiences (3 clinical hours = 1 hour).

Nursing Major, B.S.N. (RN to BSN)

Registered nurses with an associate degree or diploma may apply for admission to the program and earn a bachelor's degree in nursing by completing the required University Core Curriculum and nursing courses. The nursing courses required for the RN-BSN completion option are provided through a combination of technologies, including Internet delivery, video streaming, podcasting, and email. The flexibility of the RN-BSN option gives nurses the opportunity to complete the course requirements in their own home and on their own schedule with minimal costs.

The curriculum is built upon a foundation of biological, physical, and social sciences with acknowledgement of previously learned content. No further testing of prior knowledge is required if a nurse holds a valid unencumbered RN license in the current state of employment. Additional information about the RN-BSN program is available at <http://health.usi.edu>.

RN-BSN Program Admission Requirements

The requirements for admission to the RN-BSN program include:

- completion of an accredited associate degree or diploma program in nursing
- cumulative grade point average of 2.7 on a 4.0 scale in previous academic work;
- unencumbered RN license (action or pending action against license);
- completion of a USI undergraduate admission application and admission to the University;
- submission of official transcripts from all colleges and universities attended;
- completion of the USI nursing program application;
- employed by or have access to a healthcare work environment to complete course projects; and
- two years of recent RN experience prior to application to the University preferred.

Non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based), or APIEL score of 3, or IELTS score of 6.

RN-BSN Curriculum

A maximum of 60 hours of transfer coursework from two-year schools may be applied toward degree requirements. Students are required to complete the University Core Curriculum, including a minimum grade of C or better in the following courses: BIOL 121; BIOL 122; CHEM 141; NUTR 376 or BIOL 176; ENG 101; ENG 201; CMST 101 or CMST 107; PSY 201; and SOC 121 (or other C2 category course). Additional course requirements include HP 115; BIOL 272; and HP 302.

Required Nursing Courses (33 hours)

- NURS 247 - Health Assessment Credits: 3
- NURS 353 - Nursing Research Credits: 3
- NURS 451 - Transition to Advanced Nursing Practice Credits: 3
- NURS 455 - Community Health Nursing Credits: 4 *
- NURS 467 - Professional Nursing and Healthcare Issues Credits: 3
- NURS 488 - Nursing Management in the Care of Adults Credits: 7 *
- NURS 492 - Clinical Synthesis Credits: 4 *
- Electives selected from:
Gerontology (GERO), Health Professions (HP), Nursing (NURS), or Nutrition (NUTR) Credits: 6

Note(s):

* Course requirements may be met through a validation process. Contact the undergraduate nursing department for more information.

Occupational Therapy

The occupational therapist is the professional-level practitioner who provides services that include evaluating, developing, improving, sustaining, or restoring skills in ADL, IADL, work, school, play, leisure, and social participation as well as lifestyle redesign.

USI students complete the Bachelor of Science followed by the Master of Science in Occupational Therapy (MSOT) in a curriculum design known in the occupational therapy profession as a combined BS/MSOT curriculum. USI students must complete the requirements of both degrees to be eligible to take the national certification examination.

At USI, students interested in occupational therapy are classified as pre-occupational therapy (PROT) majors until they successfully complete the selection process required for entry into the combined BS/MSOT curriculum. PROT students spend the first two years taking prerequisite courses essentially, University Core Curriculum courses that provide a broad foundation of science, social science, and humanities. Students complete the selection process to the combined BS/MSOT curriculum between the fall and spring semesters of their second year. Students who are admitted to the program are reclassified as occupational therapy majors and enter the combined BS/MSOT curriculum.

Once students enter into the combined BS/MSOT curriculum, courses begin in the fall semester. In the third and fourth years, students complete the professional component of the combined BS/MSOT curriculum, an integrated didactic and clinical educational program. Third and fourth year courses take place on campus except for two 40-hour weeks of practicum experiences at clinical sites.

The fifth year, which begins in the first summer session following the baccalaureate degree, consists of the MSOT curriculum which prepares students for practice as generalists in the occupational therapy profession. Again, didactic and clinical education are integrated into the curriculum. Students participate in various courses including 24 weeks of full-time level II fieldwork defined as participating in occupational therapy practice while being supervised by a currently licensed or credentialed occupational therapist. Additionally, students perform a 120-hour specialized role internship in their particular area of interest as an educator, researcher, administrator, consultant, or clinician.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301/652-2682. Graduates of this program will be eligible to sit for the Certification Examination for the Occupational Therapist Registered® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). Most states require additional credentialing in order to practice; however, state credentials are usually based on the results of the NBCOT certification examination.

Occupational Therapy Major, B.S./M.S.O.T

Admission Requirements

The prospective student must be admitted to USI before completing a separate selection process to this program. For the most current information related to the selection process, call the program at 812/465-1179, email otinfo@usi.edu, or visit the web site, <http://health.usi.edu/acadprog/ot/default.asp>. Student applicants must show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Note: A felony conviction (this includes documentation of driving under the influence—DUI) may negatively impact a prospective student's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the program for further information.

Degree Requirements

Occupational Therapy majors must complete graduation requirements of the combined BS/MSOT degree curriculum in order to be eligible to sit for the Certification Examination for the Occupational Therapist Registered® administered by the National Board for Certification in Occupational Therapy (NBCOT). Refer questions to the occupational therapy department.

Five-Year Combined BS/MSOT in Occupational Therapy Schedule Example

First Year

Fall Semester (18 hours)

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3 (A1)
- CMST 101 - Introduction to Public Speaking Credits: 3 (A1) **or**
- CMST 107 - Introduction to Interpersonal Communication Credits: 3 (A1)
- SOC 121 - Principles of Sociology Credits: 3 (C2)
- MATH 111 - College Algebra Credits: 4 (or higher-level A2 MATH course)
- BIOL 121 - Human Anatomy and Physiology I Credits: 4 (C3)
- OT 151 - Orientation to Occupational Therapy Credits: 1

Spring Semester (17 hours)

- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3 (A1)
- Western Culture Credits: 3 (C4)
- PSY 201 - Introduction to Psychology Credits: 3 (C2)
- BIOL 122 - Human Anatomy and Physiology II Credits: 4 (C3)
- The Arts Credits: 3 (B2)
- Fitness/Activity Credits: 1 (B3)

Second Year

Fall Semester (15 hours)

- HP 115 - Medical Terminology For The Health Professions Credits: 2
- Western Cultures Credits: 3 (C4)
- PSY 261 - Lifespan Developmental Psychology Credits: 3
- CHEM 141 - Principles of Chemistry Credits: 4 (C3)
- Elective Credits: 3

Spring Semester (15 hours)

- HP 236 - Eastern Medicine and Alternative/Complimentary Healthcare Credits: 3 (C5)
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3 (B1)
- PSY 322 - Abnormal Psychology Credits: 3
- History Credits: 3 (C1)
- HP 225 - Pharmacology and Therapeutics Credits: 3

Entry into the combined BS/MS

Third Year

Fall Semester (16-17 hours)

- OT 151 - Orientation to Occupational Therapy Credits: 1 (if not taken during first two years)
- OT 310 - Applied Pathophysiology I Credits: 3 (B3)
- OT 320 - Professional Communication Credits: 3
- OT 330 - Media and Modalities I Credits: 3
- OT 391 - Professional Clinical Reasoning Skills Credits: 4
- EXSC 383 - Kinesiology Credits: 3

Spring Semester (18 hours)

- OT 312 - Applied Pathophysiology II Credits: 5
- OT 331 - Media and Modalities II Credits: 3
- OT 340 - Psychological and Social Considerations of Occupational Performance Credits: 4
- OT 342 - Cognition and Occupational Performance Credits: 3
- OT 380 - Professional Evaluation Credits: 3

Fourth Year

Fall Semester (17 hours)

- HP 302 - Biostatistics Credits: 3
- OT 440 - Activities of Daily Living and Play/Leisure Credits: 4
- OT 443 - Sensorimotor Skills Credits: 4
- OT 493 - Intervention Strategies Credits: 4
- OT 495 - Professional Practicum Seminar A Credits: 2

Spring Semester (17 hours)

- OT 441 - Work and Productive Activities Credits: 4
- OT 462 - Professional Issues Credits: 4
- OT 480 - Occupational Therapy Research Credits: 3
- OT 496 - Professional Practicum Seminar B Credits: 2
- OT 692 - Specialized Evaluation Strategies Credits: 4

Fifth Year

Summer Semester (6 hours)

- OT 696 - Professional Fieldwork I Credits: 6

Fall Semester (14 hours)

- OT 671 - Occupational Therapy Leadership Credits: 4
- OT 683 - Advanced Occupational Therapy Research Strategies Credits: 3
- OT 698 - Specialized Role Internship Seminar Credits: 2
- OT 699 - Occupational Therapy Synthesis Credits: 5

Spring Semester (8 hours)

- OT 697 - Professional Fieldwork II Credits: 6
- OT 690 - Special Topics Credits: 2

Occupational Therapy Assistant

The occupational therapist assistant helps individuals gain skills needed to become independent in daily living activities under the direction of and in collaboration with the occupational therapist. Students learn the therapeutic use of self-care, work, and play/leisure activities to maximize independent function, enhance development, prevent disability, and maintain health. The ultimate goal is to improve an individual's quality of life and ability to perform daily activities.

The Occupational Therapy Assistant program consists of a foundation of liberal arts and sciences courses (approximately half of the University Core Curriculum) and 49 hours of occupational therapy assistant courses. Students take the University Core Curriculum classes and then enroll in Occupational Therapy Assistant program coursework to complete the 43-credit-hour didactic component and the six-credit-hour clinical component. In addition to classroom and laboratory hours, this degree includes 16 40-hour weeks of integrated practicum experiences. Full-time students can complete the Associate of Science Degree with a major in Occupational Therapy Assistant in five semesters and one summer. Graduates of the Occupational Therapy Assistant program are encouraged to continue their studies for a Bachelor of Science degree in Health Services.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220, phone: 301/652-2682. Graduates of this program are eligible to sit for the Certification Examination for the Certified Occupational Therapy Assistant® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will carry the title Certified Occupational Therapy Assistant (COTA).

Admission Requirements

The prospective student must be admitted to USI before completing a separate application to the Occupational Therapy Assistant program. Admission to the University and completion of all Core classes does not guarantee the student admission to the OTA program. Enrollment in the OTA program is limited and subject to a selection process. Student applicants also must show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Note: A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the department for further information. For the most current admission information, call the department at 812/465-1140, email otinfo@usi.edu, or visit the Web site, health.usi.edu/acadprog/ota/index.htm.

Occupational Therapy Assistant Major, A.S.

University Core Curriculum Requirements (27 hours)

A1. -Composition/Speech

ENG 101 - Rhetoric and Composition I: Literacy and the Self	3 hours
ENG 201 - Rhetoric and Composition II: Literacy and the World	3 hours
CMST 101 - Introduction to Public Speaking or CMST 107 - Introduction to Interpersonal Communication	3 hours

B1. -Ethics

HP 356 - Ethics and Healthcare in a Pluralistic Society	3 hours
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B3.-Health/Fitness

Physical Activity Course	1 hour
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C2.-Individual Development/Social Behavior

PSY 201 - Introduction to Psychology	3 hours
SOC 121 - Principles of Sociology	3 hours

C3.-Science

BIOL 121 - Human Anatomy and Physiology I	4 hours
BIOL 122 - Human Anatomy and Physiology II	4 hours

Other Course (2 hours)

HP 115 - Medical Terminology For The Health Professions	2 hours
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Occupational Therapy Assistant Major Requirements (49 hours)

- OT 151 - Orientation to Occupational Therapy Credits: 1 *
- OTA 213 - Pathophysiology and Conditions I Credits: 3
- OTA 214 - Pathophysiology and Conditions II Credits: 3
- OTA 221 - Technical Communication Credits: 3
- OTA 231 - Therapeutic Media Credits: 3
- OTA 232 - Media and Modalities Credits: 2
- OTA 241 - Occupational Performance Components I Credits: 4
- OTA 242 - Occupational Performance Components II Credits: 5
- OTA 297 - Practicum Seminar A Credits: 2
- OTA 298 - Practicum Seminar B Credits: 2
- OTA 343 - Occupational Performance Areas I Credits: 5
- OTA 344 - Occupational Performance Areas II Credits: 4
- OTA 365 - Pediatrics for the Occupational Therapy Assistant Credits: 3
- OTA 372 - Management for Occupational Therapy Assistants Credits: 3
- OTA 397 - Technical Fieldwork A Credits: 3
- OTA 398 - Technical Fieldwork B Credits: 3

Note:

* Program Entry Course (PEC); students are allowed to take this course before actually being admitted to the OTA program. Admission to the OTA program is required for a student to enroll in any of the OTA classes that are not designated as a * PEC class.

Radiologic and Imaging Sciences

The Radiologic and Imaging Sciences program prepares individuals to function as entry-level radiographers and sonographers. Radiologic technology and diagnostic medical sonography specialty tracks are offered. The radiologic technologist and sonographer perform diagnostic examinations and assist physicians in the performance of fluoroscopic, special radiographic procedures, and special sonographic procedures. Radiologic and sonographic examinations are performed in a variety of settings, including radiographic/sonographic rooms, patient rooms, emergency rooms, surgery, and critical care units. The radiographer and sonographer are responsible for operating diagnostic equipment, preparing contrast materials, positioning the patient to produce the proper image, caring for the patient during the examination, and evaluating the quality of resulting images. Radiographers and sonographers are employed by hospitals, medical centers, physicians' offices, clinics, and other care centers.

The Bachelor of Science in Radiologic and Imaging Sciences degree program offers three separate tracks of study. Track 1 is radiologic technology for the traditional student preparing for the radiologic technology role. Track 2 is diagnostic medical sonography for the traditional student preparing for the diagnostic medical sonographer role. Track 3 is for the student who seeks a radiologic technology specialty in the radiologic and imaging sciences area who is already certified in radiography or who have completed an allied health program recognized by the American Registry of Radiologic Technologists (ARRT).

The Joint Review Committee on Education in Radiologic Technology (JRCER) evaluated the baccalaureate degree track Radiography program on July 13-14, 2009. The USI Radiologic & Imaging Sciences Track 1 received accreditation for a period of eight years which is the maximum duration that can be awarded by the JRCERT.

Pre-radiologic and imaging sciences majors can apply for either Track 1 or Track 2. The three semesters of study for the pre-radiologic imaging sciences Track 1 and Track 2 majors provide the prerequisite courses needed to enter the professional study program. Students accepted into the Bachelor of Science in Radiologic and Imaging Sciences Track 1 or Track 2 majors begin professional course work during the spring semester of their second year. Graduates of the Bachelor of Science in Radiologic and Imaging Sciences Track 1 program receive a Bachelor of Science in Radiologic and Imaging Sciences and are eligible to sit for the national registry examination. Students completing Track 2 receive the Bachelor of Science in Radiologic and Imaging Sciences and are eligible to sit for credentialing examinations organized by the American Registry for Diagnostic Medical Sonography (ARDMS).

Registered radiologic technologists or others who have completed an allied health program recognized by the American Registry of Radiologic Technologists (ARRT) are eligible to enroll in the Radiologic and Imaging Sciences Track 3. All Track 3 professional course work is offered via the Internet with preceptor clinical practice.

To obtain the knowledge and skills necessary for success in radiologic and imaging sciences, students must follow a prescribed sequence of academic and clinical courses including the University Core Curriculum. Core Curriculum, radiologic technology, and diagnostic medical sonography didactic courses are taught on campus. Clinical courses are conducted at regional healthcare centers. All courses are scheduled during daytime hours (5 a.m. to 7 p. m.). To provide comprehensive clinical experiences, students are required to complete occasional 11 a. m. to 7 p. m. assignments and rotate to different clinical sites. Clinical sites for

Track 1 and Track 2 students will be located within 75 miles of Evansville. In addition, students in the radiologic technology program may elect rotations in their last semester of clinical for shifts on non-day hours (evenings and nights).

Admission Requirements

Applicants must be accepted for admission to the University before being admitted to the radiologic and imaging sciences program. A separate application must be submitted for admission to the program. Program application forms may be obtained from the College of Nursing and Health Professions. Completed applications for the BS in Radiologic and Imaging Sciences Track 1 or Track 2 specialty areas must be received by September 15 of the requested academic admission year. A copy of all college/university transcripts must be submitted with the application. Admission to the program is competitive and is based on academic and other professional related qualifications. Additional information related to the admission process is available on the program's web site.

Preferred applicant qualifications include:

- a postsecondary prerequisite course grade point average of 3.0 or above (4.0 scale); and
- completion of the required pre-radiology courses.

All qualified applicants are interviewed by the Radiologic Technology Admissions Committee or the Diagnostic Medical Sonography Admissions Committee, which consists of program faculty and clinical instructors. All interviews are confidential, private, and scheduled by appointment. The committee's decision is conveyed by letter within 2 weeks following the completion of interviews.

Students meeting academic requirements must be in good health, capable of fulfilling clinical practice requirements, and eligible for radiologic technology or sonography certification.

Radiologic and Imaging Sciences Major, B.S.

Radiologic and Imaging Sciences Degree Requirements

Candidates for the Radiologic and Imaging Sciences must meet the following general requirements and complete the Radiologic and Imaging Sciences professional courses required for the specialty area of study:

- Complete of the University Core Curriculum
- Maintain a grade of C or better in all Radiologic and Imaging Sciences courses and other selected courses
- Maintain a 2.0 grade point average or better.

Track 1 – Radiologic Technology Curriculum

A grade of C or better is required for all radiologic and imaging science courses, plus select University Core Curriculum courses. A typical semester-by-semester course schedule is shown here.

First Year

Fall Semester (16 hours)

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3 (C or better required)
- HP 115 - Medical Terminology For The Health Professions Credits: 2
- MATH 111 - College Algebra Credits: 4 (or higher-level A2 MATH class; C or better required)
- C2 - Individual Development/Social Behavior Credits: 3
- BIOL 121 - Human Anatomy and Physiology I Credits: 4 (C or better required)

Spring Semester (16 hours)

- CMST 101 - Introduction to Public Speaking Credits: 3 or
- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- B2 - The Arts Credits: 3
- BIOL 122 - Human Anatomy and Physiology II Credits: 4 (C or better required)
- C3 - Science; Choose a C3 PHYS or CHEM course Credits: 3 (C or better required)

- RADT 196 - Orientation to Radiologic and Imaging Sciences Credits: 2
- Health & Fitness Credit: 1 (choose B3 approved course)

Second Year

Fall Semester (16 hours)

- HP 211 - The Healthcare Delivery System Credits: 3
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3 (C or better required)
- B3 - Health/Fitness; Choose one fitness/activities course Credits: 1
- C1 - History Credits: 3
- C2 - Individual Development/Social Behavior Credits: 3
- C4 - Western Culture Credits: 3

Spring Semester (17 hours)

- C4 - Western Culture Credits: 3
- C5 - Global Communities Credits: 3
- DMS 301 - Patient Care for Imaging Sciences Professionals Credits: 2
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3 (C or better required)
- RADT 308 - Introduction to Radiographic Positioning Credits: 3
- RADT 311 - Introduction to Radiologic Technology Credits: 3

Summer Sessions (8 hours)

- RADT 312 - Radiographic Exposure Credits: 3
- RADT 313 - Radiographic Procedures I Credits: 3
- RADT 333 - Clinical Practicum I Credits: 2

Third Year

Fall Semester (14 hours)

- RADT 316 - Radiographic Procedures II Credits: 3
- RADT 334 - Radiologic Physics Credits: 3
- RADT 343 - Clinical Practicum II Credits: 2
- RADT 411 - CT/MRI Physics and Instrumentation Credits: 3
- RADT 412 - Advanced Radiographic Exposure and Mobile Radiography Credits: 3

Spring Semester (16 hours)

- RADT 318 - Radiographic Procedures III Credits: 3
- RADT 335 - Radiation Biology Credits: 2
- RADT 337 - Introduction to Invasive Imaging Procedures Credits: 2
- RADT 353 - Clinical Practicum III Credits: 2
- RADT 355 - Advanced Patient Care for Imaging Sciences Credits: 3
- RADT 413 - Magnetic Resonance Imaging and Computed Tomography Procedures I Credits: 3

Summer Sessions (6 hours)

- RADT 415 - Magnetic Resonance Imaging and Computed Tomography Procedures II Credits: 3
- RADT 435 - Clinical Practicum IV Credits: 3

Fourth Year

Fall Semester (12 hours)

- HA 405 - Health Informatics Credits: 3 (C or better required)

- RADT 425 - Radiographic Critique Credits: 3
- RADT 427 - Digital Radiography and Imaging Informatics Credits: 3
- RADT 445 - Clinical Practicum V Credits: 3

Spring Semester (12 hours)

- RADT 345 - Radiographic Pathology Credits: 3
- RADT 455 - Clinical Practicum VI Credits: 3
- RADT 465 - Directed Study in Radiologic Technology Credits: 3
- RADT 491 - Integration of Advanced Imaging Concepts Credits: 3

Radiologic and Imaging Sciences Major, Clinical Education Specialty, B.S.

BS in Radiologic and Imaging Sciences

Radiologic and Imaging Science Program, Track 3 Registered Allied Health Specialist + Specialty Tracks

Registered radiographers seeking to complete a bachelor of science degree can select Track 3 of the Radiologic and Imaging Sciences major. Admission to Track 3 requires graduation from an allied health professions program recognized by the American Registry of Radiologic Technologists (ARRT). Students for this track also must hold appropriate licensure or be registered in their practice area. Track 3 students will select one of the following three specialty areas to complete their BS in Radiologic and Imaging Sciences program:

- Track 3 A — Clinical Education
- Track 3 B — Radiologic Management
- Track 3 C — Magnetic Resonance Imaging and Computed Tomography
- Admission to Tracks 3 A, B, and C require that the student is a registered radiographer or other that has completed an allied health program recognized by the ARRT.

Specialty Area Track 3 Curricula:

- Completion of the University Core Curriculum;
- Completion of an allied health professions program recognized by the American Registry of Radiologic Technologists); and
- Completion of Track 3 specialty area courses.

Radiologic and Imaging Sciences Degree Requirements

Candidates for the Radiologic and Imaging Sciences must meet the following general requirements and complete the Radiologic and Imaging Sciences professional courses required for the specialty area of study:

- Complete of the University Core Curriculum
- Maintain a grade of C or better in all Radiologic and Imaging Sciences courses and other selected courses
- Maintain a 2.0 grade point average or better.

Track 3 A, Clinical Education Specialty (33 hours)

Registered Radiographer + Radiologic and Imaging Clinical Education Specialty Track. A grade of C or better is required in all courses.

- HP 211 - The Healthcare Delivery System Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HP 377 - Foundations for Health Promotion Credits: 3
- HP 409 - Health Promotion and Worksite Wellness Practicum Credits: 3
- RADT 305 - Current Issues in Radiologic and Imaging Sciences Credits: 3
- RADT 411 - CT/MRI Physics and Instrumentation Credits: 3
- RADT 413 - Magnetic Resonance Imaging and Computed Tomography Procedures I Credits: 3
- RADT 415 - Magnetic Resonance Imaging and Computed Tomography Procedures II Credits: 3
- RADT 424 - Radiologic and Imaging Sciences Practice and Management Credits: 3

- RADT 427 - Digital Radiography and Imaging Informatics Credits: 3
- RADT 491 - Integration of Advanced Imaging Concepts Credits: 3

Radiologic and Imaging Sciences Major, General Sonography and Echocardiography Specialty, B.S.

Radiologic and Imaging Sciences major, Diagnostic Medical Sonography curriculum, Option 2: General + Echocardiography Specialties

Radiologic and Imaging Sciences Degree Requirements

Candidates for the Radiologic and Imaging Sciences must meet the following general requirements and complete the Radiologic and Imaging Sciences professional courses required for the specialty area of study:

- Complete of the University Core Curriculum
- Maintain a grade of C or better in all Radiologic and Imaging Sciences courses and other selected courses
- Maintain a 2.0 grade point average or better.

Radiologic and Imaging Science: Track 2

Diagnostic Medical Sonography Curriculum

Students in the Radiologic and Imaging Science major who follow Track 2 - Diagnostic Medical Sonography complete three years of common curriculum, then select one of two options to complete degree requirements:

1. General Sonography + Vascular Specialty
2. General Sonography + Echocardiography Specialty

A grade of C or better is required for all radiologic and imaging science courses, plus select University Core Curriculum courses. A typical semester-by-semester class schedule is shown here.

First Year

Fall Semester (16 hours) (C or better required in courses listed below)

- CMST 101 - Introduction to Public Speaking Credits: 3 **or**
- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3 (C or better required)
- MATH 111 - College Algebra Credits: 4 (or higher-level A2 MATH course)
- BIOL 121 - Human Anatomy and Physiology I Credits: 4 (C or better required)

Spring Semester (15 hours) (C or better required in courses listed below)

- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- C2 - Individual Development/Social Behavior Credits: 3
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- PHYS 101 - Introduction to the Physical Sciences Credits: 3
- RADT 196 - Orientation to Radiologic and Imaging Sciences Credits: 2

Second Year

Fall Semester (14 hours)

- B2 - The Arts Credits: 3
- B3 - Health/Fitness; Choose one health course Credits: 1
- B3 - Health/Fitness; Choose one fitness/activities course Credits: 1
- C1 - History Credits: 3
- C2 - Individual Development/Social Behavior Credits: 3

- C4 - Western Culture Credits: 3

Spring Semester (13 hours)

- DMS 301 - Patient Care for Imaging Sciences Professionals Credits: 2
- DMS 312 - Introduction to DMS Principles and Procedures Credits: 2
- DMS 313 - Sonographic Sectional Anatomy Credits: 2
- C4 - Western Culture Credits: 3
- C5 - Global Communities Credits: 3

Summer Semester (6 hours)

- DMS 315 - Abdominal Procedures Credits: 3
- DMS 316 - Sonographic Lab Practice I Credits: 3

Third Year

Fall Semester (14 hours)

- DMS 321 - Sonographic Physics and Instrumentation I Credits: 3
- DMS 323 - Obstetric Procedures Credits: 3
- DMS 324 - Gynecology Procedures Credits: 3
- DMS 326 - Sonographic Lab Practice II Credits: 2
- DMS 327 - Clinical Practice I-General Credits: 3

Spring Semester (12 hours)

- DMS 331 - Sonographic Physics and Instrumentation II Credits: 3
- DMS 332 - Small Parts, Neurosonography, and Specialty Exams Credits: 3
- DMS 333 - Critique, Clinical Correlation, & Case Analysis Credits: 2
- DMS 337 - Clinical Practice II-General Credits: 4

Option 2: General + Echocardiography Specialty Track

Summer Semester (8 hours)

- DMS 347 - Advanced Clinical Practice Credits: 4
- ECHO 398 - Introduction to Echocardiography Lab Credits: 2
- ECHO 401 - Introduction to Echocardiography Credits: 2

Fourth Year

Fall Semester (11 hours)

- ECHO 402 - Advanced Echocardiography Credits: 3
- ECHO 423 - Echocardiography Lab Practice I Credits: 2
- ECHO 426 - Clinical Practice I-Cardiac Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3 (C or better required)

Spring Semester (12 hours)

- ECHO 421 - Fetal Echocardiography Credits: 2
- ECHO 437 - Clinical Practice II-Cardiac Credits: 4
- D - Synthesis Credits: 3

Radiologic and Imaging Sciences Major, General Sonography and Vascular Specialty, B.S.

The DMS program at USI is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org).

Radiologic and Imaging Sciences major, Diagnostic Medical Sonography curriculum, Option 1: General + Vascular Specialties

Radiologic and Imaging Sciences Degree Requirements

Candidates for the Radiologic and Imaging Sciences must meet the following general requirements and complete the Radiologic and Imaging Sciences professional courses required for the specialty area of study:

- Complete of the University Core Curriculum
- Maintain a grade of C or better in all Radiologic and Imaging Sciences courses and other selected courses
- Maintain a 2.0 grade point average or better.

Radiologic and Imaging Science: Track 2

Diagnostic Medical Sonography Curriculum

Students in the Radiologic and Imaging Science major who follow Track 2 - Diagnostic Medical Sonography complete three years of common curriculum, then select one of two options to complete degree requirements:

1. General Sonography + Vascular Specialty
2. General Sonography + Echocardiography Specialty

A grade of C or better is required for all radiologic and imaging science courses, plus select University Core Curriculum courses. A typical semester-by-semester class schedule is shown here.

First Year

Fall Semester (16 hours) (C or better required in courses listed below)

- CMST 101 - Introduction to Public Speaking Credits: **3 or**
- CMST 107 - Introduction to Interpersonal Communication Credits: **3**
- HP 115 - Medical Terminology For The Health Professions Credits: **2**
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: **3** (C or better required)
- MATH 111 - College Algebra Credits: **4** (or higher-level A2 MATH course)
- BIOL 121 - Human Anatomy and Physiology I Credits: **4** (C or better required)

Spring Semester (15 hours) (C or better required in courses listed below)

- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: **3**
- C2 - Individual Development/Social Behavior Credits: **3**
- BIOL 122 - Human Anatomy and Physiology II Credits: **4**
- PHYS 101 - Introduction to the Physical Sciences Credits: **3**
- RADT 196 - Orientation to Radiologic and Imaging Sciences Credits: **2**

Second Year

Fall Semester (14 hours)

- B2 - The Arts Credits: **3**
- B3 - Health/Fitness; Choose one health course Credits: **1**
- B3 - Health/Fitness; Choose one fitness/activities course Credits: **1**
- C1 - History Credits: **3**
- C2 - Individual Development/Social Behavior Credits: **3**
- C4 - Western Culture Credits: **3**

Spring Semester (13 hours)

- DMS 301 - Patient Care for Imaging Sciences Professionals Credits: 2
- DMS 312 - Introduction to DMS Principles and Procedures Credits: 2
- DMS 313 - Sonographic Sectional Anatomy Credits: 2
- C4 - Western Culture Credits: 3
- C5 - Global Communities Credits: 3

Summer Semester (6 hours)

- DMS 315 - Abdominal Procedures Credits: 3
- DMS 316 - Sonographic Lab Practice I Credits: 3

Third Year

Fall Semester (14 hours)

- DMS 321 - Sonographic Physics and Instrumentation I Credits: 3
- DMS 323 - Obstetric Procedures Credits: 3
- DMS 324 - Gynecology Procedures Credits: 3
- DMS 326 - Sonographic Lab Practice II Credits: 2
- DMS 327 - Clinical Practice I-General Credits: 3

Spring Semester (12 hours)

- DMS 331 - Sonographic Physics and Instrumentation II Credits: 3
- DMS 332 - Small Parts, Neurosonography, and Specialty Exams Credits: 3
- DMS 333 - Critique, Clinical Correlation, & Case Analysis Credits: 2
- DMS 337 - Clinical Practice II-General Credits: 4

Option 1: General + Vascular Specialty Track

Summer Semester (8 hours)

- DMS 347 - Advanced Clinical Practice Credits: 4
- DVT 398 - Introduction to Sonographic Vascular Lab Credits: 2
- DVT 401 - Introduction to Vascular Anatomy and Procedures Credits: 2

Fourth Year

Fall Semester (11 hours)

- DVT 402 - Vascular Procedures I Credits: 3
- DVT 423 - Sonographic Vascular Lab Practice I Credits: 2
- DVT 426 - Clinical Practice I-Vascular Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3 (C or better required)

Spring Semester (13 hours)

- DVT 421 - Vascular Procedures II Credits: 2
- DMS 436 - Sonographic Professional Advancement Seminar Credits: 3
- DVT 437 - Clinical Practice II-Vascular Credits: 4
- D - Synthesis Credits: 3

Radiologic and Imaging Sciences Major, Management Specialty, B.S.

BS in Radiologic and Imaging Sciences

**Radiologic and Imaging Science Program, Track 3
Registered Allied Health Specialist + Specialty Tracks**

Registered radiographers seeking to complete a bachelor of science degree can select Track 3 of the Radiologic and Imaging Sciences major. Admission to Track 3 requires graduation from an allied health professions program recognized by the American Registry of Radiologic Technologists (ARRT). Students for this track also must hold appropriate licensure or be registered in their practice area. Track 3 students will select one of the following three specialty areas to complete their BS in Radiologic and Imaging Sciences program:

- Track 3 A — Clinical Education
- Track 3 B — Radiologic Management
- Track 3 C — Magnetic Resonance Imaging and Computed Tomography
- Admission to Tracks 3 A, B, and C require that the student is a registered radiographer or other that has completed an allied health program recognized by the ARRT.

Specialty Area Track 3 Curricula:

- Completion of the University Core Curriculum;
- Completion of an allied health professions program recognized by the American Registry of Radiologic Technologists); and
- Completion of Track 3 specialty area courses.

Radiologic and Imaging Sciences Degree Requirements

Candidates for the Radiologic and Imaging Sciences must meet the following general requirements and complete the Radiologic and Imaging Sciences professional courses required for the specialty area of study:

- Complete of the University Core Curriculum
- Maintain a grade of C or better in all Radiologic and Imaging Sciences courses and other selected courses
- Maintain a 2.0 grade point average or better.

Track 3 B, Radiology Management Specialty (33 hours)

Registered Radiographer + Radiologic and Imaging Management Specialty Track.
A grade of C or better is required in all courses.

- HP 211 - The Healthcare Delivery System Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- HA 407 - Issues Health Care Leadership Credits: 3
- PH 284 - Public Health Credits: 3
- PH 483 - Health Around Us: Concepts Env Health Credits: 3
- RADT 305 - Current Issues in Radiologic and Imaging Sciences Credits: 3
- RADT 411 - CT/MRI Physics and Instrumentation Credits: 3
- RADT 424 - Radiologic and Imaging Sciences Practice and Management Credits: 3
- RADT 427 - Digital Radiography and Imaging Informatics Credits: 3
- RADT 491 - Integration of Advanced Imaging Concepts Credits: 3

Radiologic and Imaging Sciences Major, MRI and CT Specialty, B.S.

BS in Radiologic and Imaging Sciences

Radiologic and Imaging Science Program, Track 3
Registered Allied Health Specialist + Specialty Tracks

Registered radiographers seeking to complete a bachelor of science degree can select Track 3 of the Radiologic and Imaging Sciences major. Admission to Track 3 requires graduation from an allied health professions program recognized by the American Registry of Radiologic Technologists (ARRT). Students for this track also must hold appropriate licensure or be registered in their practice area. Track 3 students will select one of the following three specialty areas to complete their BS in Radiologic and Imaging Sciences program:

- Track 3 A — Clinical Education
- Track 3 B — Radiologic Management
- Track 3 C — Magnetic Resonance Imaging and Computed Tomography

- Admission to Tracks 3 A, B, and C require that the student is a registered radiographer or other that has completed an allied health program recognized by the ARRT.

Specialty Area Track 3 Curricula:

- Completion of the University Core Curriculum;
- Completion of an allied health professions program recognized by the American Registry of Radiologic Technologists); and
- Completion of Track 3 specialty area courses.

Radiologic and Imaging Sciences Degree Requirements

Candidates for the Radiologic and Imaging Sciences must meet the following general requirements and complete the Radiologic and Imaging Sciences professional courses required for the specialty area of study:

- Complete of the University Core Curriculum
- Maintain a grade of C or better in all Radiologic and Imaging Sciences courses and other selected courses
- Maintain a 2.0 grade point average or better.

Track 3 C, MRI & CT Specialty (33 hours)

Registered Radiographer + Radiologic and Imaging Magnetic Resonance Imaging and Computed Tomography Specialty Track. A grade of C or better is required in all courses.

- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3
- RADT 307 - Critical Thinking Skills in Radiography Credits: 3
- RADT 411 - CT/MRI Physics and Instrumentation Credits: 3
- RADT 413 - Magnetic Resonance Imaging and Computed Tomography Procedures I Credits: 3
- RADT 414 - Clinical VII – CT/MRI Credits: 3
- RADT 415 - Magnetic Resonance Imaging and Computed Tomography Procedures II Credits: 3
- RADT 416 - Clinical VIII – CT/MRI Credits: 3
- RADT 424 - Radiologic and Imaging Sciences Practice and Management Credits: 3
- RADT 427 - Digital Radiography and Imaging Informatics Credits: 3
- RADT 486 - Clinical IX – CT/MRI Credits: 3
- RADT 491 - Integration of Advanced Imaging Concepts Credits: 3

Respiratory Therapy

This program prepares individuals to function effectively as entry-level respiratory therapists. Respiratory therapists work in a rapidly changing, fast-paced medical environment and possess advanced knowledge for the care and treatment of patients with cardiopulmonary deficiencies and diseases. Respiratory therapy is a health profession whose practitioners function in the diagnosis, treatment, management, and preventive care of patients with medical disorders such as asthma, emphysema, pneumonia, pulmonary edema, croup, bronchitis, and newborn and acute respiratory distress. These professionals utilize their specialized knowledge, critical thinking, clinical expertise, and interpersonal skills to care directly for patients. The respiratory therapist is proficient in the therapeutic use of medical gases, humidification, aerosols, artificial airways, mechanical ventilation, chest physiotherapy, and cardiopulmonary resuscitation.

To obtain required knowledge and skills needed for respiratory therapy, students must follow a prescribed sequence of academic and clinical courses. University Core Curriculum courses also are required for completion of degree requirements. All University Core Curriculum courses and most respiratory therapy (REST) courses are taught on campus. Clinical courses are conducted at various clinical sites including Deaconess Hospital, St. Mary's Medical Center, Henderson Community Methodist Hospital, Good Samaritan Hospital of Vincennes, Owensboro Mercy Health Systems, and other area healthcare facilities.

The program involves 24 months of continuous full-time study. To complete the program, students must pass all required University Core Curriculum courses, and earn a grade of C or better in all REST courses. University Core Curriculum courses may be completed on a part-time basis prior to entering the program, or they can be transferred from other approved institutions. Students interested in completing University Core Curriculum courses prior to entering the program or transferring credits should contact the program director.

An Associate of Science degree in Respiratory Therapy is awarded to students who successfully complete the program. Graduates are eligible to take the examinations (entry-level and registry) given by the National Board for Respiratory Care and become registered therapists (R.R.T.) upon successful completion of the credentialing process. Graduates are encouraged to continue their studies for a Bachelor of Science degree in Health Services.

Accreditation

The program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC is located at 1248 Harwood Road, Bedford, TX 67021-4244 and can be reached at 817-283-2835.

Admission Requirements

Applicants must be admitted to the University before being admitted to the respiratory therapy program. A separate application must be submitted for admission to the program. Application forms for the respiratory therapy program may be obtained from the College of Nursing and Health Professions or by calling 812/464-1708. The completed form must be submitted to the respiratory therapy program by April 1 of the year the student wishes to enter. Due to limited enrollment in this program, applicants are encouraged to apply as soon as possible. A complete set of official high school and any college/ university transcripts must be included with the program application form.

Respiratory Therapy Program Admission

Applicants must apply and be accepted to the University of Southern Indiana. This includes payment of an application fee as well as submission of high school and college/university transcripts to the office of Admissions, 8600 University Blvd., Evansville, IN 47712.

In addition, applicants must complete and submit the Respiratory Therapy Program application that can be found on the USI College of Nursing and Health Professions website (<http://health.usi.edu>) or in the College of Nursing and Health Professions office. Respiratory Therapy applications are due on or before April 1 of the year the student desires admission to the program.

Applicants must have a minimum high school or college grade point average (GPA) of 2.5 or above based on a 4.0 scale.

Applications will be scored using the following guidelines:

- 24 possible points from GPA: Multiply GPA by 6. Most recent college GPA will be used if 24 hours have been earned. If an applicant has not accumulated 24 hours, then high school GPA will be used.
- 3 possible points from Health Care Experience: 2 points – Direct Patient Care health work experience + 1 point for 12 hours of observation (shadowing) with a respiratory therapist or completion of a health occupation program.
- 5 possible points from Academic Preparedness – 1 point for each of the following courses with a grade of “C” or above: BIOL 121 Anatomy and Physiology I, BIOL 122 Anatomy and Physiology II, CHEM 103, Molecules, Matter and Me or higher chemistry that meets USI UCC requirements.
- Students must be in good health, eligible for respiratory therapy certification and capable of fulfilling clinical practice requirements.

Respiratory Therapy Major, A.S.

Respiratory Therapy Curriculum

All respiratory therapy (REST) courses require a grade of C or better. A typical semester-by-semester course schedule is listed here.

First Year

Fall Semester (14-15 hours)

- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- CHEM 107 - Elements in Everyday Chemistry Credits: 4 or
- CHEM 103 - Molecules, Matter, and Me Credits: 3
- REST 101 - Respiratory Therapy Procedures I Credits: 2
- REST 103 - Respiratory Therapy Procedures III Credits: 2
- REST 116 - Respiratory Care I Credits: 2
- REST 291 - Clinical Practice Of Respiratory Therapy Procedures I And III Credits: 2

Spring Semester (19 hours)

- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- HP 225 - Pharmacology and Therapeutics Credits: 3
- PSY 201 - Introduction to Psychology Credits: 3
- REST 102 - Respiratory Therapy Procedures II Credits: 2
- REST 104 - Respiratory Therapy Procedures IV Credits: 4
- REST 122 - Respiratory Physiology II Credits: 1
- REST 126 - Respiratory Care II Credits: 1
- REST 292 - Clinical Practice Of Respiratory Therapy Procedures II And IV Credits: 1

Summer Session (11 hours)

- PHYS 101 - Introduction to the Physical Sciences Credits: 3
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- REST 205 - Respiratory Therapy Procedures V Credits: 1
- REST 206 - Respiratory Therapy Procedures VI Credits: 3
- REST 293 - Clinical Practice Of Respiratory Therapy Procedures V And VI Credits: 1

Second Year

Fall Semester (14 hours)

- MATH 108 - Survey of Mathematics Credits: 4 or
- MATH 111 - College Algebra Credits: 4
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- REST 214 - Pulmonary Diseases I Credits: 3
- REST 230 - Ethics And Administration Credits: 1
- REST 294 - Clinical Practice Of Respiratory Therapy I Credits: 3

Spring Semester (13 hours)

- BIOL 272 - Medical Microbiology Credits: 3
- REST 222 - Respiratory Pathophysiology II Credits: 1
- REST 224 - Pulmonary Diseases II Credits: 1
- REST 261 - Clinical Applications Of Respiratory Therapy I Credits: 3
- REST 262 - Clinical Applications Of Respiratory Therapy II Credits: 2
- REST 263 - Clinical Applications Of Respiratory Therapy III Credits: 2
- REST 295 - Clinical Practice Of Respiratory Therapy II Credits: 1

Summer Session (3 Hours)

- REST 391 - Clinical Practice Of Respiratory Therapy III Credits: 3

Note(s):

REST 205, REST 206, REST 293, REST 391 are 10-week clinical courses.

Pott College of Science, Engineering and Education

www.usi.edu/science

Scott A. Gordon, Ph.D., Dean

Shelly Blunt, Ph.D., Associate Dean

Bonnie Beach, Ph.D., Associate Dean

R. Brent Summers, Ph.D., Assistant Dean

Glenna G. Bower, Ph.D., Chair, Department of Kinesiology and Sport

William S. Elliott, Jr., Ph.D., Chair, Department of Geology and Physics

Henri Maurice, Ph.D., Chair, Department of Biology

Zane Mitchell, Ph.D.; Chair, Department of Engineering

Paul T. Parkison, Ed. D., Chair, Department of Teacher Education

Kathy V. Rodgers, Ph.D., Chair, Department of Mathematics

Jeff Seyler, Ph.D., Chair, Department of Chemistry

The Pott College of Science, Engineering, and Education consists of seven academic departments: biology, chemistry, engineering, geology and physics, kinesiology and sport, mathematics, and teacher education. Through its departments, the college offers coursework leading to baccalaureate degrees with majors in the following areas: advanced manufacturing, biology, biochemistry, biophysics, chemistry, early childhood education, elementary education, engineering, exercise science, geology, industrial supervision, kinesiology, mathematics, mathematics teaching, physical education teaching, science teaching, special education, and sport management. Minor programs are available in most areas listed as majors and in other science-related areas, as noted elsewhere in this bulletin. The college also offers an Associate of Science degree program in Early Childhood Education, and Master of Science degree programs in elementary and secondary education. All students majoring in college programs are assigned faculty advisors who assist with individual planning of each student's course of study.

Students who aspire to professional careers requiring additional training beyond the bachelor's degree usually major in biology, biochemistry, or chemistry, though other majors are possible. Pre-professional curricula (which are not themselves majors) are available in the following areas:

Pre-Chiropractic

Pre-Physical Therapy

Pre-Dentistry

Pre-Pharmacy

Pre-Ecology

Pre-Physician Assistant

Pre-Forestry

Pre-Podiatry

Pre-Medical Technology

Pre-Veterinary

Pre-Medicine

Pre-Wildlife Biology

Pre-Optometry

Pre-Zoology

Pre-Osteopathy

Students seeking careers as science teachers at the secondary level select the science teaching major offered by the college. This major includes the science/mathematics content courses along with professional education courses offered through the department of teacher education. Specific teacher certification/licensure requirements are given elsewhere in this bulletin. The department of teacher education also offers teacher licensure programs in elementary and secondary education for persons who already hold baccalaureate degrees. Transition to Teaching programs for career changers provides the opportunity to earn an initial teaching license.

In addition to course work for its majors and minors, the Pott College of Science, Engineering, and Education offers many courses in science and mathematics that students in all majors take to fulfill requirements of the University Core Curriculum, as explained elsewhere. In keeping with its philosophy that students learn science and engineering best by doing science and engineering, the college offers most of its courses (except mathematics courses) as laboratory- intensive experiences.

Biology

The biology curriculum is based on the premise that a biologist, regardless of professional goals, must demonstrate a high degree of competence in several areas of biology. These areas include botany, cellular biology, ecology, evolution, genetics, physiology, and zoology. In order to achieve maximum benefits from these areas, a thorough knowledge of chemistry, physics, and mathematics is imperative.

Whether a student plans to complete a liberal arts degree and enter graduate school, teach, attend a professional school, or otherwise pursue a career in biology, the same basic biology curriculum is followed. All biology majors complete a common group of eight courses. Through proper selection of elective coursework students can choose to study cellular and molecular biology, ecology, evolution, microbiology, plant biology, or zoology in greater depth.

Biology Major, B.A./B.S.

Curricula

The biology program offers one general curriculum for the Bachelor of Science or the Bachelor of Arts degree. Candidates for either degree must successfully complete the University requirements of a minimum of 120 hours of credit, including the University Core Curriculum and requirements of the biology major. The Bachelor of Arts degree in biology is granted upon completion of 12 hours of a single foreign language, in addition to the requirements for the Bachelor of Science degree. A minor is not required for either the Bachelor of Arts or Bachelor of Science degree in biology.

Biology Major Required Supporting Courses

- CHEM 261 - General Chemistry I Credits: **4 and**
- CHEM 262 - General Chemistry II Credits: **4**
- CHEM 353 - Organic Chemistry I Credits: **4 and**
- CHEM 354 - Organic Chemistry II Credits: **4**
- or**
- CHEM 241 - Organic/Biochemistry Principles Credits: **4 and**
- CHEM 321 - Quantitative Analysis Credits: **4**
- MATH 230 - Calculus I Credits: **4 or**
- MATH 241 - Principles of Statistics Credits: **3**
- PHYS 175 - General Physics I Credits: **4 and**
- PHYS 176 - General Physics II Credits: **4**
- or**
- PHYS 205 - Intermediate Physics I Credits: **5 and**
- PHYS 206 - Intermediate Physics II Credits: **5**

Biology Major (45 hours)

Required Courses (27 hours)

- BIOL 141 - Principles of Biology Credits: **4**
- BIOL 151 - Botany Credits: **3**
- BIOL 152 - Zoology Credits: **3**
- BIOL 215 - Ecology Credits: **3**
- BIOL 333 - Animal Physiology Credits: **4 or**
- BIOL 336 - Plant Physiology Credits: **4**
- BIOL 334 - Cell Biology Credits: **3**
- BIOL 382 - Genetics Credits: **4**
- BIOL 481 - Organic Evolution Credits: **3**

Electives (18 hours)

18 hours selected from the offerings in biology as directed by advisor.

- At least 12 hours must be 300-400 level.
- Courses designated as non-major and courses that state biology majors may not enroll or earn credit will not count as electives towards the biology major.
- Biology transfer electives must be approved by the department chair.
- No more than four hours of BIOL 460, BIOL 470, and BIOL 499 (any combination) can apply toward the electives.

Biology Teaching (optional)

Students who wish to become teachers at the secondary school level can declare biology as their major and:

1. complete six additional hours (shown here)
 2. complete the secondary education licensure minor
- GEOL 108 - Earth-Space Science for Educators Credits: 2
 - BIOL 490 - Undergraduate Teaching Credits: 1 (must take twice for a total of 2 credits)
 - EDUC 396 - Teaching Science in the Senior High, Junior High, and Middle School Credits: 2

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Biology Minor

Required Courses (25 hours)

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 151 - Botany Credits: 3
- BIOL 152 - Zoology Credits: 3
- BIOL 215 - Ecology Credits: 3

Elective Courses

Select 12 hours of biology courses numbered 200 and above, as directed by advisor. Transfer biology electives must be approved by department chair.

Environmental Biology Minor

Required Courses (25 hours)

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 151 - Botany Credits: 3
- BIOL 152 - Zoology Credits: 3
- BIOL 215 - Ecology Credits: 3

Elective Courses

12 hours as directed by advisor, selected from the following:

- BIOL 221 - Introduction to Entomology Credits: 4
- BIOL 251 - Environmental Conservation Credits: 3
- BIOL 305 - Aquatic Biology Credits: 4
- BIOL 306 - Ichthyology Credits: 4
- BIOL 308 - Vertebrate Biology Credits: 4
- BIOL 321 - Invertebrate Zoology Credits: 4

- BIOL 341 - Mycology Credits: 4
- BIOL 361 - Plant Systematics Credits: 4
- BIOL 371 - Tropical Biology Credits: 3
- BIOL 459 - Advanced Ecology Credits: 4
- CHEM 341 - Environmental Chemistry Credits: 3
- CHEM 421 - Instrumental Analysis Credits: 4
- GEOG 214 - Meteorology Credits: 3

Medical Technology

The medical technology curriculum consists of three years (approximately 100 hours) of pre-professional courses at the University plus, upon competitive acceptance, one year (12 months) of professional course work and clinical experience in an accredited medical technology program. Upon acceptance into and successful completion of the professional year, the University confers a baccalaureate degree and the student is eligible to take the national American Society of Clinical Pathology (ASCP) board exam. A student choosing not to apply to the professional program or who is not admitted to the program may complete a biology major for the baccalaureate degree. The University has an affiliation with Good Samaritan Hospital, Vincennes, Indiana, and Owensboro Mercy Health System, Owensboro, Kentucky.

Students who have completed a baccalaureate degree and premedical technology prerequisites can apply to any accredited medical technology program in the country. There are approximately five in Indiana.

Pre-Professional Required Courses

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 151 - Botany Credits: 3
- BIOL 152 - Zoology Credits: 3
- BIOL 215 - Ecology Credits: 3
- BIOL 333 - Animal Physiology Credits: 4
- BIOL 334 - Cell Biology Credits: 3
- BIOL 375 - Microbiology Credits: 3
- BIOL 376 - Laboratory in Microbiology Credits: 2
- BIOL 382 - Genetics Credits: 4
- BIOL 422 - Immunology Credits: 3
- BIOL 481 - Organic Evolution Credits: 3
- CHEM 261 - General Chemistry I Credits: 4 **and**
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 353 - Organic Chemistry I Credits: 4 **and**
- CHEM 354 - Organic Chemistry II Credits: 4
- or**
- CHEM 241 - Organic/Biochemistry Principles Credits: 4 **and**
- CHEM 321 - Quantitative Analysis Credits: 4
- MATH 230 - Calculus I Credits: 4 **or**
- MATH 241 - Principles of Statistics Credits: 3
- PHYS 175 - General Physics I Credits: 4
- PHYS 176 - General Physics II Credits: 4
- PSY 201 - Introduction to Psychology Credits: 3

Additional Requirements

Plus approximately 32 hours of accredited medical technology courses. Students must complete the University Core Curriculum requirements for graduation.

Recommended Courses

- BIOL 335 - Mechanisms of Pathophysiology Credits: 3
- BIOL 431 - General Endocrinology Credits: 3 **or**
- BIOL 434 - Macromolecules and Metabolism Credits: 4
- CIS 151 - Computer Applications in Business Credits: 3

Elective Courses

Sufficient courses to meet requirements for graduation.

Chemistry and Biochemistry

The Department of Chemistry provides degree programs in biochemistry and chemistry. Both programs offer an American Chemical Society (ACS)-approved major for students interested in graduate programs or seeking employment in industry or other areas requiring a strong background in chemistry. The non-ACS approved chemistry degree allows flexibility for students interested in other areas while still providing a good background in chemistry. The non-ACS degree in biochemistry is well suited for students interested in medical, dental, pharmacy, or other professional schools. Coupled with a minor in secondary education, and several additional courses, the chemistry or biochemistry major fulfills requirements for certification as secondary school teachers in the state of Indiana. Lastly, the chemistry program provides courses that serve other degree programs at USI (including, but not limited to biology, engineering, geology, and nursing) and offers courses that meet the C3 University Core requirement in science.

Biochemistry Major (ACS Approved), B.A./B.S.

74 hours

ACS Approved Option (56 hours)

Required Chemistry Courses (45 hours)

- CHEM 218 - Chemistry Seminar I Credits: 1
- CHEM 318 - Chemistry Seminar II Credits: 1
- CHEM 418 - Chemistry Seminar III Credits: 1
- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 421 - Instrumental Analysis Credits: 4
- CHEM 431 - Biochemistry I Credits: 4
- CHEM 432 - Biochemistry II Credits: 4
- CHEM 441 - Inorganic Chemistry Credits: 4
- CHEM 461 - Physical Chemistry I Credits: 4
- Select 2 hours from:
 - CHEM 499 - Introduction to Research Credits: 1-2 **and/or**
 - BIOL 499 - Independent Research Credits: 1-3

Required Biology Courses (11 hours)

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 334 - Cell Biology Credits: 3
- BIOL 382 - Genetics Credits: 4

Note(s):

Additional electives in chemistry and biology are recommended.

Biochemistry Prerequisite Courses (18 hours):

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 206 - Intermediate Physics II Credits: 5

Biochemistry Major (Non-ACS Approved), B.A./B.S.

76-80 hours

Non-ACS Approved Option (64-66 hours)

Required Chemistry Courses (41 hours)

- CHEM 218 - Chemistry Seminar I Credits: 1
- CHEM 318 - Chemistry Seminar II Credits: 1
- CHEM 418 - Chemistry Seminar III Credits: 1
- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 361 - Survey of Physical Chemistry Credits: 4
- CHEM 421 - Instrumental Analysis Credits: 4
- CHEM 431 - Biochemistry I Credits: 4
- CHEM 432 - Biochemistry II Credits: 4
- Select 2 hours from:
 - CHEM 499 - Introduction to Research Credits: 1-2 **and/or**
 - BIOL 499 - Independent Research Credits: 1-3

Required Biology Courses (17 hours)

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 151 - Botany Credits: 3
- BIOL 152 - Zoology Credits: 3
- BIOL 334 - Cell Biology Credits: 3
- BIOL 382 - Genetics Credits: 4

Two Courses (6-8 hours) from:

- BIOL 333 - Animal Physiology Credits: 4
- BIOL 336 - Plant Physiology Credits: 4
- BIOL 375 - Microbiology Credits: 3 **and**
- BIOL 376 - Laboratory in Microbiology Credits: 2 (375 & 376 count as one course)
- BIOL 378 - Virology Credits: 3
- BIOL 422 - Immunology Credits: 3
- BIOL 436 - Molecular Biology Techniques Credits: 4
- BIOL 461 - Developmental Biology Credits: 4
- BIOL 465 - Plant Growth and Development Credits: 4
- BIOL 482 - Molecular Biology Credits: 3

Note(s):

Each student will complete the requirements for the major by taking courses which will best benefit individual needs as determined by counsel with an advisor.

Biochemistry Prerequisite Courses (12-14 hours)

- MATH 230 - Calculus I Credits: 4
- PHYS 175 - General Physics I Credits: 4 **or**
- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 176 - General Physics II Credits: 4 **or**
- PHYS 206 - Intermediate Physics II Credits: 5

Chemistry Major (ACS Approved), B.A./B.S.

70 hours

ACS-Approved Curricula

In addition to the University Core Curriculum, students are encouraged to demonstrate competency in a modern or classical language, through the second-year. The following curriculum comprises a four-year pattern.

Chemistry Major Required Courses (37 hours)

- CHEM 218 - Chemistry Seminar I Credits: 1
- CHEM 318 - Chemistry Seminar II Credits: 1
- CHEM 418 - Chemistry Seminar III Credits: 1
- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 421 - Instrumental Analysis Credits: 4
- CHEM 441 - Inorganic Chemistry Credits: 4
- CHEM 461 - Physical Chemistry I Credits: 4
- CHEM 499 - Introduction to Research Credits: 1-2 (requires 2 credits)

ACS Approved Degree, Required Courses (15 hours)

- CHEM 431 - Biochemistry I Credits: 4
- CHEM 462 - Physical Chemistry II Credits: 4
- BIOL 141 - Principles of Biology Credits: 4
- BIOL 334 - Cell Biology Credits: 3

Note(s):

Additional electives in chemistry are recommended. Each student will complete the requirements for the major by taking courses which will best benefit individual needs as determined by counsel with an advisor.

Chemistry Major Prerequisite Courses (18 hours)

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 206 - Intermediate Physics II Credits: 5

Chemistry Major (Non-ACS Approved), B.A./B.S.

58-59 hours

Non-ACS Approved Curricula

In addition to the University Core Curriculum, students are encouraged to demonstrate competency in a modern or classical language, through the second-year. The following curriculum comprises a four-year pattern.

Chemistry Major Required Courses (37 hours)

- CHEM 218 - Chemistry Seminar I Credits: 1
- CHEM 318 - Chemistry Seminar II Credits: 1

- CHEM 418 - Chemistry Seminar III Credits: 1
- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 421 - Instrumental Analysis Credits: 4
- CHEM 441 - Inorganic Chemistry Credits: 4
- CHEM 461 - Physical Chemistry I Credits: 4
- CHEM 499 - Introduction to Research Credits: 1-2 (requires 2 credits)

Non-ACS Approved Degree, Required Courses (3-4 hours)

One Course From:

- CHEM 341 - Environmental Chemistry Credits: 3
- CHEM 351 - Polymer Chemistry Credits: 3
- CHEM 431 - Biochemistry I Credits: 4
- CHEM 453 - Advanced Organic Chemistry Credits: 3
- CHEM 462 - Physical Chemistry II Credits: 4

Chemistry Major Prerequisite Courses (18 hours)

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 206 - Intermediate Physics II Credits: 5

Other prerequisite courses if electives include CHEM 431

- BIOL 334 - Cell Biology Credits: 3
- BIOL 141 - Principles of Biology Credits: 4

Chemistry Teaching (optional)

Students who wish to become teachers at the secondary school level can declare biochemistry or chemistry as their major and:

- complete six-eight additional hours (shown below)
- complete the secondary education licensure minor
- GEOL 108 - Earth-Space Science for Educators Credits: 2
- BIOL 108 - Biology for Educators Credits: 2
- EDUC 396 - Teaching Science in the Senior High, Junior High, and Middle School Credits: 2
- CHEM 490 - Undergraduate Teaching Experience in Chemistry Credits: 1-3

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Biochemistry Minor

39 hours

Required Chemistry Courses (28 hours)

- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 321 - Quantitative Analysis Credits: 4

- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 431 - Biochemistry I Credits: 4
- CHEM 432 - Biochemistry II Credits: 4

Required Biology Courses (11 hours)

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 334 - Cell Biology Credits: 3
- BIOL 382 - Genetics Credits: 4

Chemistry Minor

27-28 hours

Required Courses (24 hours)

- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 421 - Instrumental Analysis Credits: 4

Electives (3-4 hours)

Selected electives from chemistry offerings, as directed by advisor, to bring total hours to 27–28 hours.

Other prerequisite courses if electives include CHEM 431

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 334 - Cell Biology Credits: 3

Engineering

The Bachelor of Science in Engineering degree is a practical, flexible engineering program which requires a solid foundation in mathematics, physics, chemistry, and communications as well as the engineering science core. A total of 130 hours are required in the four-year Bachelor of Science in Engineering program. Fifteen hours of mathematics through differential equations, and 14 hours of chemistry and physics are required. All engineering students also must complete the University Core requirement. At least 63 hours of engineering courses are required – 33 hours of engineering core classes, including intro to engineering and intro to design, statics, dynamics, strength of materials, electrical circuits, thermodynamics, fluid mechanics, and 30 hours of engineering electives.

An engineering student can complete the program in four to five years, depending on the student's mathematical proficiency at the time of entrance to the program. The four-year track is for students who enter USI prepared for Math 230 (Calculus I) in their first semester. Those students who do not enter the program ready for Math 230 will take an additional three to eight hours of mathematics courses necessary to raise their mathematical abilities to a required level and three to six hours of additional engineering courses designed to improve their problem-solving skills.

The engineering degree program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). In addition to full course offerings in the daytime, courses in the engineering curricula are regularly offered at night to accommodate students whose personal schedules limit their access to daytime course offerings. Cooperative education opportunities are available to students enrolled in engineering. The co-op experience is designed to assist the student in developing an understanding of human relationships and in learning to work with others as a member of an engineering team. Individual growth is enhanced by the realization that, in addition to demonstrating theoretical knowledge, one also is learning to become an integral part of the working interrelationship between the academic and professional worlds. On the job and at the University, the co-op student obtains first-hand knowledge of professional practices, expectancies, and opportunities. At the same time, the student is offered a realistic test of career interest and aptitude. Participation in this program enables the student to make a more intelligent selection of a position after graduation.

In accord with the University's transfer policy (found in the undergraduate admission requirements and regulations section), the faculty of the engineering department examine on a case-by-case basis the transcripts of students transferring from other

institutions. Failure to achieve a grade of C or better in a required engineering course at another institution will necessitate repeating the course.

Petition for permission to waive any program requirements must be approved by the chair of the engineering department. After admission into the engineering program, required engineering courses may be taken at another institution for transfer of credit only when approved in advance by both the student's advisor and the department chair.

Advanced Manufacturing Major, B.S.

The Bachelor of Science in Advanced Manufacturing will be comprised of three areas: the University Core Curriculum (UCC); additional hours of physical science and mathematics; and advanced manufacturing technology and/or engineering courses. Technology courses emphasize advanced manufacturing techniques in areas such as robotics; industrial control systems (programmable logic controllers); advanced manufacturing; work cell and systems design; and human factors design. A typical semester-by-semester course schedule is listed here.

A 2.0 GPA is required for all required Engineering (ENGR) and Technology (TECH) courses.

First Year

Fall Semester (15 hours)

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- TECH 103 - Materials & Manufacturing Processes Credits: 3
- MATH 118 - Comprehensive Pre-Calculus Credits: 5
- ENGR 103 - Principles of Problem Solving Credits: 3
- ENGR 101 - Engineering Orientation Credits: 1

Spring Semester (16 hours)

- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- PHYS 175 - General Physics I Credits: 4 or PHYS 205 - Intermediate Physics I Credits: 5
- MATH 215 - Survey of Calculus Credits: 3 or MATH 230 - Calculus I Credits: 4
- TECH 121 - CAD Fundamentals Credits: 3
- ENGR 104 - Applied Problem Solving Credits: 3

Second Year

Fall Semester (15 hours)

- PHYS 176 - General Physics II Credits: 4 or PHYS 206 - Intermediate Physics II Credits: 5
- TECH 213 - Mechanics for Technology Credits: 3
- TECH 261 - Fundamentals of Instrumentation Credits: 2
- TECH 275 - Safety in Manufacturing Credits: 3
- CMST 101 - Introduction to Public Speaking Credits: 3

Spring Semester (17 hours)

- BCOM 231 - Business Communication Credits: 3
- CHEM 175 - Survey of Chemical Concepts Credits: 4 or CHEM 261 or CHEM 262 Credits: 4
- TECH 272 - Robotics Credits: 3
- TECH 315 - Strength of Materials Credits: 4
- UCC University Core Elective Credits: 3

Third Year

Fall Semester (16 hours)

- ENGR 382 - SCADA Systems Design Credits: 3

- TECH 351 - Thermodynamics and Heat Transfer Credits: 3
- TECH 385 - Electrical Machines and Distribution Systems Credits: 3
- TECH 362 - Manufacturing Credits: 3
- UCC Fitness course Credits: 1
- UCC University Core Elective Credits: 3

Spring Semester (16 hours)

- ENGR 335 - Engineering Economics Credits: 3
- TECH 331 - Statistics in Manufacturing Credits: 3
- TECH 343 - Servo and Non-Servo Hydraulics Credits: 3
- TECH 367 - Advanced Manufacturing Credits: 3
- Economics Elective (select from ECON 175, ECON 208, or ECON 209) Credits: 3
- UCC Health course Credits: 1

Fourth Year

Fall Semester (16 hours)

- TECH 468 - Introduction to Senior Project Credits: 1
- TECH 401 - Work Cell and Production Systems Design Credits: 3
- UCC University Core Elective Credits: 3
- UCC University Core Elective Credits: 3
- UCC University Core Elective Credits: 3
- Select an upper-level TECH course (3 hours) or one of the following:
- ENGR 311 - Operations Research Credits: 3
- ENGR 315 - Process Improvement Credits: 3
- ENGR 411 - Simulation Modeling and Analysis Credits: 3
- ENGR 412 - Production and Inventory Control Systems Credits: 3
- ENGR 414 - Process and Facility Design Credits: 3
- ENGR 417 - Project Management Credits: 3
- ENGR 419 - Transportation and Logistics Credits: 3

Spring Semester (15 hours)

- ENGR 482 - Engineering Organization and Management Credits: 3
- TECH 471 - Senior Project Credits: 3
- TECH 411 - Materials Credits: 3
- UCC University Core Elective Credits: 3
- UCC University Core Elective Credits: 3

Industrial Supervision Major, B.S.

The industrial supervision program has been developed to prepare a high-quality professional supervisor of employees in an industrial setting. The program is a blend of a basic technical core, the business core courses, and a series of technical and management courses designed to produce graduates for a variety of supervisory positions in industrial enterprises. Industrial Supervision graduates are prepared to seek employment as foremen, plant/maintenance supervisors, production supervisors, project coordinators, quality control specialists, technical service and sales representatives, technical writers, and many other related positions. A typical semester-by-semester course schedule is listed here.

A 2.0 GPA is required for all required Engineering (ENGR), Technology (TECH), and business courses.

First Year

Fall Semester (15 hours)

- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- ENGR 101 - Engineering Orientation Credits: 1

- ENGR 103 - Principles of Problem Solving Credits: 3
- MATH 118 - Comprehensive Pre-Calculus Credits: 5
- TECH 103 - Materials & Manufacturing Processes Credits: 3

Spring Semester (16 hours)

- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3
- ENGR 104 - Applied Problem Solving Credits: 3
- MATH 215 - Survey of Calculus Credits: 3
- PHYS 175 - General Physics I Credits: 4
- TECH 121 - CAD Fundamentals Credits: 3

Second Year

Fall Semester (16 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- BCOM 231 - Business Communication Credits: 3
- ECON 208 - Principles of Microeconomics Credits: 3
- PHYS 176 - General Physics II Credits: 4
- TECH 275 - Safety in Manufacturing Credits: 3

Spring Semester (15 hours)

- ACCT 202 - Accounting Principles II Credits: 3
- CMST 101 - Introduction to Public Speaking Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- TECH 261 - Fundamentals of Instrumentation Credits: 2
- TECH 272 - Robotics Credits: 3
- UCC - B3 Health course Credits: 1

Third Year

Fall Semester (16 hours)

- ENGR 382 - SCADA Systems Design Credits: 3
- CHEM 175 - Survey of Chemical Concepts Credits: 4
- PSY 201 - Introduction to Psychology Credits: 3
- UCC - B2 Credits: 3
- UCC - C1 Credits: 3

Spring Semester (16 hours)

- ENGR 335 - Engineering Economics Credits: 3
- TECH 331 - Statistics in Manufacturing Credits: 3
- TECH 343 - Servo and Non-Servo Hydraulics Credits: 3
- UCC - C4 Credits: 3
- UCC - B3 Fitness course Credits: 1
- Select an upper-level business or tech elective (Credits: 3) from the following disciplines: TECH, ENGR, ACCT, BCOM, BLAW, CIS, CS, DSCI, ECON, FIN, MNGT, OR MKTG

Fourth Year

Fall Semester (16 hours)

- DSCI 445 - Operations Management Credits: 3
- MNGT 305 - Principles of Management Credits: 3
- TECH 351 - Thermodynamics and Heat Transfer Credits: 3

- TECH 362 - Manufacturing Credits: 3
- TECH 468 - Introduction to Senior Project Credits: 1
- UCC - B1 Credits: 3

Spring Semester (15 hours)

- TECH 367 - Advanced Manufacturing Credits: 3
- TECH 411 - Materials Credits: 3
- TECH 471 - Senior Project Credits: 3
- UCC - C4 Credits: 3
- UCC - C5 Credits: 3

Engineering Major, B.S.E.

The Bachelor of Science in Engineering degree is a practical, flexible engineering program which requires a solid foundation in mathematics, physics, chemistry, and communications as well as the engineering science core. A total of 130 hours are required in the four-year Bachelor of Science in Engineering program. Fifteen hours of mathematics through differential equations, and 14 hours of chemistry and physics are required. All engineering students also must complete the University Core requirement. At least 63 hours of engineering courses are required – 33 hours of engineering core classes, including intro to engineering and intro to design, statics, dynamics, strength of materials, electrical circuits, thermodynamics, fluid mechanics, and 30 hours of engineering electives.

An engineering student can complete the program in four to five years, depending on the student's mathematical proficiency at the time of entrance to the program. The four-year track is for students who enter USI prepared for MATH 230 (Calculus I) in their first semester. Those students who do not enter the program ready for MATH 230 will take an additional three to eight hours of mathematics courses necessary to raise their mathematical abilities to a required level and three to six hours of additional engineering courses designed to improve their problem-solving skills.

The engineering degree program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). In addition to full course offerings in the daytime, courses in the engineering curricula are regularly offered at night to accommodate students whose personal schedules limit their access to daytime course offerings. Cooperative education opportunities are available to students enrolled in engineering. The co-op experience is designed to assist the student in developing an understanding of human relationships and in learning to work with others as a member of an engineering team. Individual growth is enhanced by the realization that, in addition to demonstrating theoretical knowledge, one also is learning to become an integral part of the working interrelationship between the academic and professional worlds. On the job and at the University, the co-op student obtains first-hand knowledge of professional practices, expectancies, and opportunities. At the same time, the student is offered a realistic test of career interest and aptitude. Participation in this program enables the student to make a more intelligent selection of a position after graduation.

In accord with the University's transfer policy (found in the undergraduate admission requirements and regulations section), the faculty of the engineering department examine on a case-by-case basis the transcripts of students transferring from other institutions. Failure to achieve a grade of C or better in a required engineering course at another institution will necessitate repeating the course.

Petition for permission to waive any program requirements must be approved by the chair of the engineering department. After admission into the engineering program, required engineering courses may be taken at another institution for transfer of credit only when approved in advance by both the student's advisor and the department chair.

The Engineering Core (36 hours)

A minimum 2.0 GPA is required in required engineering courses (core and electives). A student majoring in engineering must satisfactorily complete the following required engineering courses for the Bachelor of Science in Engineering:

- ENGR 101 - Engineering Orientation Credits: 1
- ENGR 107 - Introduction to Engineering Credits: 3
- ENGR 108 - Introduction to Design Credits: 3
- ENGR 225 - Thermodynamics Credits: 3
- ENGR 235 - Statics Credits: 3
- ENGR 255 - Electric Circuits Credits: 4
- ENGR 275 - Dynamics Credits: 3
- ENGR 335 - Engineering Economics Credits: 3
- ENGR 355 - Strength of Materials Credits: 4
- ENGR 375 - Fluid Mechanics Credits: 3

- ENGR 305 - Engineering Statistics Credits: 3
- ENGR 491 - Senior Design Credits: 3

Engineering Electives (30 hours)

In addition to the engineering core, at least 30 hours of engineering technical electives are required. At least 23 hours of upper-division courses (300-400 level) must be incorporated into the electives. The engineering electives must include courses with significant design components to them. A maximum of six credits towards the 30 credit hour engineering technical elective requirement may be taken from ENGR 298, ENGR 299, ENGR 390, and ENGR 499.

Depth

An engineering student must complete at least one design sequence in a selected emphasis or option - civil, mechanical, industrial, electrical, or mechatronics. This design sequence will consist of at least three courses (at the 300 or higher level) in analysis and design. Complementing this experience, students will complete the senior design course (ENGR 491) which incorporates design elements with other realistic constraints such as economic, environmental, safety, and ethical factors, as well as social impact.

Breadth

An engineering student may elect classes from civil, mechanical, industrial, or electrical areas. These classes will be determined with the help of an engineering advisor, and will allow the student the opportunity to gain a breadth of study in more than one emphasis. Regardless of the path selected, the design experience must be completed.

The objectives of the Bachelor of Science in Engineering program are as follows:

- Graduates will demonstrate the ability to use engineering fundamentals and current technology to meet regional, national, and global needs.
- Graduates will effectively communicate with other professionals and the public to ensure successful execution of engineering projects.
- Graduates will practice engineering in an ethical matter and recognize and resolve ethical concerns to protect the common welfare.
- Graduates will have sufficient breadth of knowledge to successfully manage engineering projects using teamwork and leadership.
- Graduates will exhibit critical thinking skills to analyze data, design and develop processes and systems, and implement cost-effective solutions.
- Graduates will actively engage in life-long learning, which may include graduate pursuits, professional licensure, and contributions to their specialty.

Curriculum for BSE Degree, Four-Year Program

First Year

Fall Semester (18 hours)

- ENGR 107 - Introduction to Engineering Credits: 3
- MATH 230 - Calculus I Credits: 4
- CHEM 261 - General Chemistry I Credits: 4
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- CMST 101 - Introduction to Public Speaking Credits: 3
- ENGR 101 - Engineering Orientation Credits: 1

Spring Semester (16 hours)

- ENGR 108 - Introduction to Design Credits: 3
- MATH 235 - Calculus II Credits: 4
- PHYS 205 - Intermediate Physics I Credits: 5
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3

- UCC - B3 Credits: 1

Second Year

Fall Semester (16 hours)

- MATH 335 - Calculus III Credits: 4
- PHYS 206 - Intermediate Physics II Credits: 5
- ENGR 225 - Thermodynamics Credits: 3
- ENGR 235 - Statics Credits: 3
- UCC - B3 Credits: 1

Spring Semester (16 hours)

- ENGR 275 - Dynamics Credits: 3
- ENGR 255 - Electric Circuits Credits: 4
- MATH 366 - Differential Equations Credits: 3 (or for IE)
- MATH 362 - Linear Algebra Credits: 3
- UCC - B2 Credits: 3 **or**
- ENGR - Elective Credits: 3
- UCC - C2 Credits: 3

Third Year

Fall Semester (16 hours)

- ENGR 355 - Strength of Materials Credits: 4
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- UCC - C1 Credits: 3

Spring Semester (18 hours)

- ENGR 375 - Fluid Mechanics Credits: 3
- ENGR 335 - Engineering Economics Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- UCC - C5 Credits: 3
- UCC - C4 Credits: 3

Fourth Year

Fall Semester (15 hours)

- ENGR 305 - Engineering Statistics Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- UCC - B1 Credits: 3
- UCC - C4 Credits: 3

Spring Semester (15 hours)

- ENGR 491 - Senior Design Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3 **or**
- UCC - B2 Credits: 3

- UCC - C2 Credits: 3

Notional Curriculum for BSE Degree, Five-Year Program

Curricula for students who are not ready for MATH 230 upon program entry will vary depending upon the needs of the incoming student. Such a curricula can vary in length and make-up but will include at a minimum all requirements of the four-year degree program. A sample five-year program is shown here.

First Year

Fall Semester (16 hours)

- ENGR 103 - Principles of Problem Solving Credits: 3
- MATH 118 - Comprehensive Pre-Calculus Credits: 5
- ENG 101 - Rhetoric and Composition I: Literacy and the Self Credits: 3
- PHYS - Elective Credits: 3 **or**
- UCC - C2 Credits: 3
- UCC - B3 Credits: 1
- ENGR 101 - Engineering Orientation Credits: 1

Spring Semester (14 hours)

- ENGR 104 - Applied Problem Solving Credits: 3
- MATH 230 - Calculus I Credits: 4
- CMST 101 - Introduction to Public Speaking Credits: 3
- UCC - C2 Credits: 3
- UCC - B3 Credits: 1

Second Year

Fall Semester (15 hours)

- MATH 235 - Calculus II Credits: 4
- ENGR 107 - Introduction to Engineering Credits: 3
- PHYS 205 - Intermediate Physics I Credits: 5
- ENG 201 - Rhetoric and Composition II: Literacy and the World Credits: 3

Spring Semester (15 hours)

- ENGR 108 - Introduction to Design Credits: 3
- PHYS 206 - Intermediate Physics II Credits: 5
- MATH 335 - Calculus III Credits: 4
- UCC - B1 Credits: 3 **or**
- ENGR - Elective Credits: 3

Third Year

Fall Semester (13 hours)

- CHEM 261 - General Chemistry I Credits: 4
- UCC - B2 Credits: 3
- ENGR 235 - Statics Credits: 3
- ENGR 225 - Thermodynamics Credits: 3

Spring Semester (13 hours)

- UCC - C2 Credits: 3 **or**
- UCC - C5 Credits: 3

- ENGR 255 - Electric Circuits Credits: 4
- ENGR 275 - Dynamics Credits: 3
- MATH 366 - Differential Equations Credits: 3 (or for IE)
- MATH 362 - Linear Algebra Credits: 3

Fourth Year

Fall Semester (16 hours)

- ENGR 355 - Strength of Materials Credits: 4
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- UCC - C1 Credits: 3

Spring Semester (15 hours)

- ENGR 375 - Fluid Mechanics Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- ENGR 335 - Engineering Economics Credits: 3
- UCC - C4 Credits: 3

Fifth Year

Fall Semester (12-15 hours)

- ENGR 305 - Engineering Statistics Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- UCC - C4 Credits: 3
- UCC - C5 Credits: 3 (if not taken)

Spring Semester (12 hours)

- ENGR 491 - Senior Design Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3
- ENGR - Elective Credits: 3 or
- UCC - B1 Credits: 3

Geology and Physics

Geosciences (Geology, Geography)

Geology is the science that permits us to understand the Earth's past and present, and strive to predict its future. It is a field-oriented science that is observational, theoretical, and applied. Geologists at USI are trained to investigate how and why mountains, glaciers, and other natural processes evolve. We deal with issues and problems of concern to society such as climate change, pollution, and earthquakes. Knowledge of geology is an essential component for making informed decisions about regulation, protection, and development of our natural environment.

The geology program at USI is designed to develop observational, reasoning, and analytical skills that students can apply throughout life. It exposes students to the spectrum of earth materials, processes, and techniques related to the study of Earth. Curricular topics include rocks, minerals, and fossils, near-surface processes such as landslides, soil erosion, surface water, ground water, weather and climate, tectonic processes such as mountain building, earthquakes, and volcanism, and applied processes and techniques such as land use analysis and remediation, oil and gas exploration, oceanography, air photo interpretation, and geographic information systems. The practice of geology draws heavily upon knowledge gained from the study of chemistry, physics, biology, and mathematics. Because of the broad training our graduates receive, they are well-

prepared for careers both directly and indirectly related to geology. Some career options require a graduate degree, and USI geology faculty members encourage students to continue their education beyond the bachelor's degree.

Physics

Physics is the study of the most basic laws of nature. Physics describes such phenomena as electricity, light, sound, magnetism, forces, energy, and heat. It is useful to all well-educated individuals, as well as being required of all science majors. Beginning physics is taught at three different levels at the University in order to accommodate students with diverse backgrounds and goals. The physics program culminates in a biophysics major, physics minor, or a secondary education certification in physics.

Biophysics Major, B.A./B.S.

74 hours

The Biophysics major is a highly flexible program that allows student to obtain training in biophysics as well as other complimentary subjects in the sciences. Although the program may include several science areas, it also permits the student to study one area in depth.

Required Courses (42 hours)

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 151 - Botany Credits: 3
- BIOL 152 - Zoology Credits: 3
- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 206 - Intermediate Physics II Credits: 5
- PHYS 371 - Analytical Mechanics Credits: 3
- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- MATH 230 - Calculus I Credits: 4
- MATH 241 - Principles of Statistics Credits: 3
- MATH 235 - Calculus II Credits: 4

Synthesis (3 hours)

In consultation with your academic advisor, select one of the following:

- BIOL 481 - Organic Evolution Credits: 3
- MATH 492 - History of Mathematics Credits: 3
- Or Chemistry seminar/research sequence

Research (3 hours)

- BIOL 499 - Independent Research Credits: 1-3
- PHYS 499 - Research Credits: 1-2
- CHEM 499 - Introduction to Research Credits: 1-2
- MATH 499 - Special Topics in Mathematics Credits: 1-3

Electives (26 hours)

26 hours minimum chosen from the following list in consultation with advisor.

One course must be chosen from both biology and physics disciplines.

- BIOL 333 - Animal Physiology Credits: 4
- BIOL 334 - Cell Biology Credits: 3
- BIOL 336 - Plant Physiology Credits: 4
- BIOL 342 - Comparative Chordate Anatomy Credits: 5
- BIOL 382 - Genetics Credits: 4
- BIOL 434 - Macromolecules and Metabolism Credits: 4

- BIOL 436 - Molecular Biology Techniques Credits: 4
- BIOL 482 - Molecular Biology Credits: 3
- PHYS 361 - Modern Physics Credits: 3
- PHYS 381 - Electromagnetic Fields Credits: 3
- PHYS 439 - Thermodynamics Credits: 3
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 351 - Polymer Chemistry Credits: 3
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 421 - Instrumental Analysis Credits: 4
- CHEM 422 - Instrumental Methods of Analysis II Credits: 3
- CHEM 431 - Biochemistry I Credits: 4
- CHEM 432 - Biochemistry II Credits: 4
- CHEM 453 - Advanced Organic Chemistry Credits: 3
- CHEM 461 - Physical Chemistry I Credits: 4
- CHEM 462 - Physical Chemistry II Credits: 4
- MATH 331 - Mathematical Models with Applications Credits: 3
- MATH 335 - Calculus III Credits: 4
- MATH 362 - Linear Algebra Credits: 3
- MATH 432 - Advanced Calculus Credits: 3
- MATH 366 - Differential Equations Credits: 3
- MATH 437 - Numerical Analysis Credits: 3

Note(s):

At least 50 hours of coursework for the degree must be taken at the 300- and 400-level.

Geology Major, B.A./B.S.

44 hours

Required Geology Courses (35 hours)

A grade of a C or better is required of all core geology courses:

- GEOL 161 - Introduction to Geology Credits: 4 **or**
- GEOL 151 - Geology of America's National Parks Credits: 4
- GEOL 162 - Historical Geology Credits: 4
- GEOL 261 - Intermediate Geology Credits: 3
- GEOL 301 - Mineralogy Credits: 4
- GEOL 302 - Igneous and Metamorphic Petrology Credits: 4
- GEOL 315 - Paleontology Credits: 4
- GEOL 316 - Sedimentology and Stratigraphy Credits: 4
- GEOL 345 - Structural Geology Credits: 4
- GEOL 481 - Advanced Environmental Geology Credits: 4

Geology Electives (9 hours)

Select nine additional credit hours of 300- or 400-level geology courses to reach the required total of 44 credit hours in the major. A six- to eight-credit-hour summer field geology course completed at another school can be used to satisfy part of this requirement.

A maximum of four credit hours of GEOL 390 can be counted toward completion of the geology electives.

Supporting requirements for Geology major (23-25 hours)

- PHYS 175 - General Physics I Credits: 4 **or**
- PHYS 205 - Intermediate Physics I Credits: 5

- PHYS 176 - General Physics II Credits: 4 or
- PHYS 206 - Intermediate Physics II Credits: 5
- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- MATH 230 - Calculus I Credits: 4

Additional Science Course (3 hours)

Three additional credit hours in science or math must be selected from an approved list, in consultation with an advisor, to reach the required total of 23-25 credit hours in supporting requirements for the geology major.

Science Teaching Major, B.A./B.S.

51 hours (in either a single or dual licensure option)

Students who wish to prepare for careers as science teachers at the secondary school level may choose the science teaching major. This major is designed to meet the Indiana Professional Standards Board (IPSB) requirements for teaching licensure in one or more of the following areas: biology (life sciences), earth/space sciences, chemistry, and physics. The science teaching major is comprised of coursework in three areas:

- The University Core Curriculum requirements that all USI students must fulfill.
- The science and mathematics courses required to provide the content knowledge necessary for achievement of teaching licensure.
- The professional education requirements in the Secondary Education Licensure Minor, which students in all teacher education programs must fulfill.

Science teaching majors select either a single licensure option or a dual licensure option. The single licensure option explores one content area in depth. The dual licensure option requires content areas, but they are explored less in depth than the single option. If the required courses for the chosen licensure area(s) total less than 51 hours, advisor approved electives must be chosen to total 51 hours.

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Single Licensure Option

Life Sciences Certification (38 hours)

- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- BIOL 141 - Principles of Biology Credits: 4
- BIOL 151 - Botany Credits: 3
- BIOL 152 - Zoology Credits: 3
- BIOL 215 - Ecology Credits: 3
- BIOL 334 - Cell Biology Credits: 3
- BIOL 375 - Microbiology Credits: 3
- BIOL 376 - Laboratory in Microbiology Credits: 2
- BIOL 382 - Genetics Credits: 4
- BIOL 481 - Organic Evolution Credits: 3
- BIOL 490 - Undergraduate Teaching Credits: 1 (must be taken twice, for a total of 2 credits)

Chemistry Certification (40 hours)

- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4

- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 341 - Environmental Chemistry Credits: 3
- CHEM 421 - Instrumental Analysis Credits: 4
- CHEM 441 - Inorganic Chemistry Credits: 4
- CHEM 461 - Physical Chemistry I Credits: 4
- CHEM 218 - Chemistry Seminar I Credits: 1
- CHEM 318 - Chemistry Seminar II Credits: 1
- CHEM 418 - Chemistry Seminar III Credits: 1
- CHEM 499 - Introduction to Research Credits: 1-2 (a total of 2 credit hours required)

Earth/Space Science Certification (49-52 hours)

- ASTR 201 - General Astronomy Credits: 4
- GEOG 214 - Meteorology Credits: 3
- GEOL 161 - Introduction to Geology Credits: 4
- GEOL 162 - Historical Geology Credits: 4
- GEOL 234 - The Oceans: Past, Present, and Future Credits: 3
- GEOL 301 - Mineralogy Credits: 4
- GEOL 315 - Paleontology Credits: 4
- MATH 230 - Calculus I Credits: 4
- GEOL 407 - Geomorphology Credits: 4 or
- GEOL 441 - Hydrogeology Credits: 4 or
- GEOL 481 - Advanced Environmental Geology Credits: 4
- CHEM 175 - Survey of Chemical Concepts Credits: 4 or
- CHEM 261 - General Chemistry I Credits: 4
- PHYS 175 - General Physics I Credits: 4 or
- PHYS 205 - Intermediate Physics I Credits: 5
Choose 4 hours from any 300- or 400-level GEOL courses and/or:
- PHYS 471 - Observational Astronomy Credits: 3

Additional Elective chosen from:

- ANTH 121 - Introduction to Archaeology Credits: 3
- BIOL 141 - Principles of Biology Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- GEOG 215 - Climatology Credits: 3
- MATH 241 - Principles of Statistics Credits: 3
- MATH 235 - Calculus II Credits: 4
- PHYS 176 - General Physics II Credits: 4
- PHYS 206 - Intermediate Physics II Credits: 5
- Or any 300- or 400-level GEOL course

Physics Certification (27 hours)

- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 206 - Intermediate Physics II Credits: 5
- PHYS 361 - Modern Physics Credits: 3
- PHYS 371 - Analytical Mechanics Credits: 3
- PHYS 381 - Electromagnetic Fields Credits: 3
- PHYS 429 - Quantum Mechanics Credits: 3
- PHYS 439 - Thermodynamics Credits: 3
- PHYS 499 - Research Credits: 1-2 (a total of 2 credit hours is required)

Dual Licensure Option

Students selecting the dual licensure option must complete the requirements for **TWO** of the areas listed below:

Life Sciences Certification (27 hours)

- BIOL 141 - Principles of Biology Credits: 4
- BIOL 151 - Botany Credits: 3
- BIOL 152 - Zoology Credits: 3
- BIOL 215 - Ecology Credits: 3
- BIOL 272 - Medical Microbiology Credits: 3
- BIOL 334 - Cell Biology Credits: 3
- BIOL 382 - Genetics Credits: 4
- BIOL 481 - Organic Evolution Credits: 3
- BIOL 490 - Undergraduate Teaching Credits: 1

Chemistry Certification (27-28 hours)

- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 341 - Environmental Chemistry Credits: 3
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 218 - Chemistry Seminar I Credits: 1
- CHEM 318 - Chemistry Seminar II Credits: 1
- CHEM 418 - Chemistry Seminar III Credits: 1
- CHEM 499 - Introduction to Research Credits: 1-2 (a total of 2 credit hours is required)
- CHEM elective Credits: 3-4 (excluding CHEM 103, CHEM 107, and CHEM 141)

Earth/Space Science Certification (24 hours)

- ASTR 201 - General Astronomy Credits: 4
- GEOG 214 - Meteorology Credits: 3
- GEOL 161 - Introduction to Geology Credits: 4
- GEOL 162 - Historical Geology Credits: 4
- GEOL 234 - The Oceans: Past, Present, and Future Credits: 3
- GEOL 315 - Paleontology Credits: 4 **or**
- GEOL 316 - Sedimentology and Stratigraphy Credits: 4
- Select a 300- or 400-level elective from either geology or geography Credits: 2

Physics Certification (22 hours)

- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 206 - Intermediate Physics II Credits: 5
- PHYS 361 - Modern Physics Credits: 3
- PHYS 371 - Analytical Mechanics Credits: 3
- PHYS Electives Credits: 6 (excluding PHYS 101, PHYS 175 and PHYS 176)

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Biophysics Minor

Required Courses (24 hours)

Complete 24 hours of advisor-approved electives at the 300/400 level from the list below.

At least one course each must be selected from biology and physics.

- BIOL 333 - Animal Physiology Credits: 4
- BIOL 334 - Cell Biology Credits: 3
- BIOL 336 - Plant Physiology Credits: 4
- BIOL 342 - Comparative Chordate Anatomy Credits: 5

- BIOL 382 - Genetics Credits: 4
- BIOL 434 - Macromolecules and Metabolism Credits: 4
- BIOL 436 - Molecular Biology Techniques Credits: 4
- BIOL 482 - Molecular Biology Credits: 3
- PHYS 361 - Modern Physics Credits: 3
- PHYS 381 - Electromagnetic Fields Credits: 3
- PHYS 439 - Thermodynamics Credits: 3
- CHEM 321 - Quantitative Analysis Credits: 4
- CHEM 351 - Polymer Chemistry Credits: 3
- CHEM 353 - Organic Chemistry I Credits: 4
- CHEM 354 - Organic Chemistry II Credits: 4
- CHEM 421 - Instrumental Analysis Credits: 4
- CHEM 431 - Biochemistry I Credits: 4
- CHEM 432 - Biochemistry II Credits: 4
- CHEM 453 - Advanced Organic Chemistry Credits: 3
- CHEM 461 - Physical Chemistry I Credits: 4
- CHEM 462 - Physical Chemistry II Credits: 4
- MATH 331 - Mathematical Models with Applications Credits: 3
- MATH 335 - Calculus III Credits: 4
- MATH 362 - Linear Algebra Credits: 3
- MATH 432 - Advanced Calculus Credits: 3
- MATH 366 - Differential Equations Credits: 3
- MATH 437 - Numerical Analysis Credits: 3

Geography Minor

25 hours

Required Courses (19 hours)

- GEOG 112 - Earth System Science Credits: 3
- GEOG 214 - Meteorology Credits: 3
- GEOG 215 - Climatology Credits: 3
- GEOG 330 - World Geography Credits: 3
- GEOL 161 - Introduction to Geology Credits: 4
- GEOL 131 - Geology, the Environment, and Society Credits: 3

Additional Requirements (6 hours)

Six additional credit hours of 300- or 400-level courses in anthropology, economics, history, or political science must be selected to reach the required total of 25 credit hours.

Geology Minor

26 hours

Required Courses (19 hours)

- GEOL 161 - Introduction to Geology Credits: 4 or
- GEOL 151 - Geology of America's National Parks Credits: 4
- GEOL 162 - Historical Geology Credits: 4
- GEOL 261 - Intermediate Geology Credits: 3
- GEOL 301 - Mineralogy Credits: 4
- GEOL 316 - Sedimentology and Stratigraphy Credits: 4

Additional Requirements (7 hours)

Seven additional credit hours of 300- or 400-level geology courses must be selected to reach the required total of 26 credit hours.

Physics Minor

24 hours

Required Courses (13 hours)

- PHYS 205 - Intermediate Physics I Credits: 5
- PHYS 206 - Intermediate Physics II Credits: 5
- PHYS 371 - Analytical Mechanics Credits: 3

Elective Courses (11 hours)

Select 11 hours of upper-level physics coursework, as directed by advisor.

Science Teaching Minor, Elementary School

Program Description

25 hours; 2.75 minor GPA required

The elementary science teaching minor is a broad-based program of study that includes coursework in biology, chemistry, geology, engineering, and physics. Students pursuing the minor complete a prescribed set of required courses. In some cases (BIOL and GEOL), students have a choice of courses that will satisfy the program requirements. This minor is an alternative to existing minors in biology, chemistry, geology, and physics and is open only to students majoring in Elementary Education.

Program Requirements (25 hours)

- ASTR 201 - General Astronomy Credits: 4
- BIOL 112 - Ethnobotany with Lab Credits: 4 **or**
- BIOL 114 - Understanding Evolution Credits: 4 **or**
- BIOL 133 - Biological Concepts Credits: 4
- CHEM 107 - Elements in Everyday Chemistry Credits: 4
- ENGR 202 - Introductory Engineering Methods and Applications Credits: 3
- GEOG 214 - Meteorology Credits: 3
- PHYS 101 - Introduction to the Physical Sciences Credits: 3
- GEOL 161 - Introduction to Geology Credits: 4 **or**
- GEOL 151 - Geology of America's National Parks Credits: 4

Kinesiology and Sport

The Department of Kinesiology and Sport has responsibility for the following:

- the University Core Curriculum component in B3 Health Fitness;
- undergraduate majors in physical education teaching, sport management, kinesiology, and exercise science;
- the undergraduate minors in coaching, physical education, teacher certification, health and safety education, personal training, strength and conditioning, intercollegiate athletic administration, recreational sports, and sport management;
- the undergraduate endorsement in coaching.
- the graduate program (kinesiology, health, and sport specialization)

University Core Curriculum Courses

Two hours of credit in health/wellness and physical activity are necessary to meet the University Core Curriculum requirement. Students take a) KIN 186 or KIN 281 or BIOL 176 or NUTR 376 or OT 310, and b) one course from the KIN 100-level physical activities or PET 287 for elementary education majors only. Students are provided an opportunity to promote their general

physical well being as well as develop new recreational skills. A laboratory fee, towel, lock, and locker fee may be assessed when students enroll in some classes. Students not able to participate in the physical activity courses because of medical reasons, physical handicaps, or other personal reasons may substitute KIN 281 - 3 hours, or KIN 282 - 2 hours, when approval has been granted by the dean of the Pott College of Science, Engineering, and Education or a designee. The student must provide a physician's statement prohibiting participation in physical activity.

Exercise Science Major, B.A./B.S.

The major in exercise science prepares students for entry-level positions in academic, clinical, corporate, commercial, and community settings that offer exercise programs for health and fitness, performance enhancement, injury prevention and rehabilitation. The curriculum follows the knowledge, skills, and abilities set forth by the American College of Sports Medicine (ACSM) and the recommendations of the National Strength and Conditioning Association (NSCA). Students will exit the program highly prepared to complete future certification exams either the ACSM Health Fitness Specialist and/or the NSCA Certified Strength and Conditioning Specialist. There are currently four distinct academic tracks for students to choose from: a) general exercise science, b) strength and conditioning, c) pre-occupational therapy, and d) pre-physical therapy. This major is also designed to prepare student to continue their education at the graduate level.

Exercise Science Major Required Courses (48 hours)

- KIN 188 - Introduction to Kinesiology and Sport Credits: 2
- KIN 281 - Personal Health Science Credits: 3
- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- KIN 283 - Field Experience in Sport and Exercise Credits: 1
- KIN 291 - Motor Behavior Credits: 2
- EXSC 383 - Kinesiology Credits: 3
- EXSC 391 - Biomechanics Credits: 3
- EXSC 394 - Measurement and Evaluation Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4
- EXSC 484 - Exercise Testing and Prescription Credits: 3
- EXSC 487 - Principles and Applications of Fitness Training Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3
- KIN 492 - Contemporary Issues in Sport and Exercise Credits: 3
- **Other Required Courses**
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2

General Exercise Science (no track) (12-14 hours)

- EXSC 496 - Practicum in Exercise Science Credits: 3-6 (must be taken for 6 hours)
- MATH 111 - College Algebra Credits: 4 or
- MATH 115 - Pre-Calculus Mathematics Credits: 3
- PHYS 101 - Introduction to the Physical Sciences Credits: 3 or
- PHYS 175 - General Physics I Credits: 4

Exercise Science Major, Pre-Occupational Therapy Track, B.A./B.S.

The major in exercise science prepares students for entry-level positions in academic, clinical, corporate, commercial, and community settings that offer exercise programs for health and fitness, performance enhancement, injury prevention and rehabilitation. The curriculum follows the knowledge, skills, and abilities set forth by the American College of Sports Medicine (ACSM) and the recommendations of the National Strength and Conditioning Association (NSCA). Students will exit the program highly prepared to complete future certification exams either the ACSM Health Fitness Specialist and/or the NSCA Certified Strength and Conditioning Specialist. There are currently four distinct academic tracks for students to choose from: a) general exercise science, b) strength and conditioning, c) pre-occupational therapy, and d) pre-physical therapy. This major is also designed to prepare student to continue their education at the graduate level.

Exercise Science Major Required Courses (48 hours)

- KIN 188 - Introduction to Kinesiology and Sport Credits: 2
- KIN 281 - Personal Health Science Credits: 3
- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- KIN 283 - Field Experience in Sport and Exercise Credits: 1
- KIN 291 - Motor Behavior Credits: 2
- EXSC 383 - Kinesiology Credits: 3
- EXSC 391 - Biomechanics Credits: 3
- EXSC 394 - Measurement and Evaluation Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4
- EXSC 484 - Exercise Testing and Prescription Credits: 3
- EXSC 487 - Principles and Applications of Fitness Training Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3
- KIN 492 - Contemporary Issues in Sport and Exercise Credits: 3
- **Other Required Courses**
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2

Pre-Occupational Therapy Track (42-44 hours)

Required Courses

- EXSC 496 - Practicum in Exercise Science Credits: 3-6 (must be taken for 6 hours)
- MATH 111 - College Algebra Credits: 4 or
- MATH 115 - Pre-Calculus Mathematics Credits: 3
- PHYS 101 - Introduction to the Physical Sciences Credits: 3 or
- PHYS 175 - General Physics I Credits: 4
- PSY 201 - Introduction to Psychology Credits: 3
- PSY 261 - Lifespan Developmental Psychology Credits: 3
- PSY 322 - Abnormal Psychology Credits: 3
- HP 225 - Pharmacology and Therapeutics Credits: 3
- HP 302 - Biostatistics Credits: 3

Elective Courses

Choose 15 hours of electives from:

- KIN 199 - Special Activities Credits: 1 (approved topics: Yoga; Tai Chi)
- KIN 284 - Stress Management Credits: 2
- EXSC 381 - Care and Prevention of Athletic Injuries Credits: 3
- HP 211 - The Healthcare Delivery System Credits: 3
- HP 234 - Mechanisms of Pathophysiology Credits: 3
- HP 236 - Eastern Medicine and Alternative/Complimentary Healthcare Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3

Exercise Science Major, Pre-Physical Therapy Track, B.A./B.S.

The major in exercise science prepares students for entry-level positions in academic, clinical, corporate, commercial, and community settings that offer exercise programs for health and fitness, performance enhancement, injury prevention and rehabilitation. The curriculum follows the knowledge, skills, and abilities set forth by the American College of Sports Medicine (ACSM) and the recommendations of the National Strength and Conditioning Association (NSCA). Students will exit the program highly prepared to complete future certification exams either the ACSM Health Fitness Specialist and/or the NSCA Certified Strength and Conditioning Specialist. There are currently four distinct academic tracks for students to choose from: a) general exercise science, b) strength and conditioning, c) pre-occupational therapy, and d) pre-physical therapy. This major is also designed to prepare student to continue their education at the graduate level.

Exercise Science Major Required Courses (48 hours)

- KIN 188 - Introduction to Kinesiology and Sport Credits: 2
- KIN 281 - Personal Health Science Credits: 3
- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- KIN 283 - Field Experience in Sport and Exercise Credits: 1
- KIN 291 - Motor Behavior Credits: 2
- EXSC 383 - Kinesiology Credits: 3
- EXSC 391 - Biomechanics Credits: 3
- EXSC 394 - Measurement and Evaluation Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4
- EXSC 484 - Exercise Testing and Prescription Credits: 3
- EXSC 487 - Principles and Applications of Fitness Training Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3
- KIN 492 - Contemporary Issues in Sport and Exercise Credits: 3
- **Other Required Courses**
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2

Pre-Physical Therapy Track (40-44 hours)

Pre-Physical Therapy Track

- EXSC 496 - Practicum in Exercise Science Credits: 3-6 (must be taken for 4 hours)
- MATH 115 - Pre-Calculus Mathematics Credits: 3
- or
- MATH 111 - College Algebra Credits: 4 and
- MATH 112 - Trigonometry Credits: 3
- PHYS 175 - General Physics I Credits: 4
- PHYS 176 - General Physics II Credits: 4
- BIOL 141 - Principles of Biology Credits: 4
- CHEM 261 - General Chemistry I Credits: 4
- CHEM 262 - General Chemistry II Credits: 4
- PSY 261 - Lifespan Developmental Psychology Credits: 3
- PSY 322 - Abnormal Psychology Credits: 3
- MATH 241 - Principles of Statistics Credits: 3

Elective Courses

Choose 4 hours of electives from:

- KIN 199 - Special Activities Credits: 1 (approved topics: Yoga; Tai Chi)
- EXSC 381 - Care and Prevention of Athletic Injuries Credits: 3
- HP 302 - Biostatistics Credits: 3
- HP 356 - Ethics and Healthcare in a Pluralistic Society Credits: 3

Exercise Science Major, Strength and Conditioning Track, B.A./B.S.

The major in exercise science prepares students for entry-level positions in academic, clinical, corporate, commercial, and community settings that offer exercise programs for health and fitness, performance enhancement, injury prevention and rehabilitation. The curriculum follows the knowledge, skills, and abilities set forth by the American College of Sports Medicine (ACSM) and the recommendations of the National Strength and Conditioning Association (NSCA). Students will exit the program highly prepared to complete future certification exams either the ACSM Health Fitness Specialist and/or the NSCA Certified Strength and Conditioning Specialist. There are currently four distinct academic tracks for students to choose from: a) general exercise science, b) strength and conditioning, c) pre-occupational therapy, and d) pre-physical therapy. This major is also designed to prepare student to continue their education at the graduate level.

Exercise Science Major Required Courses (48 hours)

- KIN 188 - Introduction to Kinesiology and Sport Credits: 2
- KIN 281 - Personal Health Science Credits: 3
- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- KIN 283 - Field Experience in Sport and Exercise Credits: 1
- KIN 291 - Motor Behavior Credits: 2
- EXSC 383 - Kinesiology Credits: 3
- EXSC 391 - Biomechanics Credits: 3
- EXSC 394 - Measurement and Evaluation Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4
- EXSC 484 - Exercise Testing and Prescription Credits: 3
- EXSC 487 - Principles and Applications of Fitness Training Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3
- KIN 492 - Contemporary Issues in Sport and Exercise Credits: 3
- **Other Required Courses**
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- HP 115 - Medical Terminology For The Health Professions Credits: 2

Strength and Conditioning Track (39-41 hours)

Required Courses

- EXSC 496 - Practicum in Exercise Science Credits: 3-6 (must be taken for 6 hours)
- MATH 111 - College Algebra Credits: 4 or
- MATH 115 - Pre-Calculus Mathematics Credits: 3
- PHYS 101 - Introduction to the Physical Sciences Credits: 3 or
- PHYS 175 - General Physics I Credits: 4
- EXSC 475 - Strength and Conditioning Techniques Credits: 3
- EXSC 476 - Training Science Credits: 3
- EXSC 477 - Testing and Evaluation of Athletes Credits: 3
- EXSC 478 - National Strength and Conditioning Certified Strength and Conditioning Specialist Exam Review Credits: 1
- PSY 377 - Sport Psychology Credits: 3

Elective Courses

Choose 14 hours of electives from:

- Two 100-199 level KIN activity courses (total Credits: 2)
- SPTM 225 - Principles of Intercollegiate Athletic Administration Credits: 3
- SPTM 226 - Principles and Problems of Coaching Credits: 3
- SPTM 453 - Diversity in Sport Credits: 3
- SPTM 482 - NCAA Compliance and Institutional Control Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3

Kinesiology Major, B.A./B.S.

The Bachelor of Science Degree in Kinesiology prepares students for entry-level positions in the following areas: fitness clubs, YMCAs, recreation centers, corporate fitness and wellness centers, health departments, senior centers, and hospital fitness and wellness centers. Examples of kinesiology positions include, but are not limited to personal trainers, group exercise instructors, community wellness program managers, worksite fitness or wellness center managers, health coaches, and private or commercial fitness club general managers or consultants. It is also designed to prepare students to test for the American College of Sports Medicine's Certified Personal Trainer and Aerobics and Fitness Association of America's Primary Group Exercise Instructor Certification. Specialty areas within kinesiology major include: group exercise instructor, nutrition, personal training, fitness and recreational management, health and safety education, and senior fitness. The curriculum is based on the guidelines and standards developed by the American College of Sports Medicine. It is scientific based but incorporates practical experiences in fitness and physical activity assessment, group exercise instruction, exercise prescription and programming, nutrition, human behavior, safety procedures, and program administration.

Kinesiology (64-68 hours)

Required Courses (52-56 hours)

- KIN 188 - Introduction to Kinesiology and Sport Credits: 2
- KIN 281 - Personal Health Science Credits: 3
- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- KIN 283 - Field Experience in Sport and Exercise Credits: 1
- KIN 291 - Motor Behavior Credits: 2
- EXSC 383 - Kinesiology Credits: 3
- EXSC 391 - Biomechanics Credits: 3
- KIN 393 - Practicum in Kinesiology Credits: 3
- EXSC 394 - Measurement and Evaluation Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4
- EXSC 487 - Principles and Applications of Fitness Training Credits: 3
- SPTM 491 - Managing Organizations for Sport and Physical Activity Credits: 3
- KIN 492 - Contemporary Issues in Sport and Exercise Credits: 3
- KIN 499 - Practicum Credits: 3-5
- Select four or five (4-5) 100-level KIN activity courses (excluding KIN 186) Credits: 4-5 (NOTE: if selecting the Health and Safety Education specialty area, only four activity courses are required)
- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- CIS 151 - Computer Applications in Business Credits: 3

Specialty Areas (12-13 hours)

Choose one area:

Group Exercise Instructor

- KIN 385 - Methods of Group Exercise Instruction Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3
- KIN 181 - Aerobics Credits: 1
- KIN 143 - Aquatic Exercise Credits: 1
- KIN 185 - Step Aerobics Credits: 1
- KIN 199 - Special Activities Credits: 1 Three required topics: Yoga, Spinning, Cardio Kickboxing (total credits:3)
*Other Fitness Related course(s) may be approved by advisor.

Nutrition

- NUTR 376 - Principles and Applications in Nutrition Credits: 3
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3
- NUTR 415 - Dietary Supplements and Herb Use in Nutrition Credits: 3

Personal Training

- KIN 385 - Methods of Group Exercise Instruction Credits: 3
- EXSC 484 - Exercise Testing and Prescription Credits: 3
- KIN 485 - Methods of Personal Training Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3

Fitness & Recreational Management

- SPTM 223 - Principles of Recreation Credits: 3
- SPTM 332 - Sport Facility Management Credits: 3

- SPTM 334 - Sport Event Management Credits: 3
- SPTM 337 - Recreational Sports Administration Credits: 3

Health & Safety Education

- KIN 284 - Stress Management Credits: 2
- KIN 286 - Safety Education Credits: 2
- PET 402 - Controversial Issues in Health Education Credits: 3
- PET 442 - Community Health Credits: 3
- PET 494 - Program Planning and Evaluation in Health Education Credits: 3

Senior Fitness

- GERO 215 - Health Care Aspects of Gerontology Credits: 3
- GERO 321 - Sociological Aspects of Aging Credits: 3
- PSY 371 - Adulthood and Aging Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3

Physical Education (P-12) Major, B.A./B.S.

The teacher education program in Physical Education and Health prepares students to teach physical education and health in private and/or public schools. The Department offers teaching majors for PK-12 (All-grade) licensure. The PK-12 major consists of 52 semester hours of physical education and health specific content. The curriculum consists of course work in scientific and theoretical knowledge, skills and fitness based competency; planning and implementation; instructional delivery and management; impact on student learning; evaluation and assessment of learning; and professionalism which culminates in 16 weeks of student teaching. Aligned with our teaching philosophy, the physical education and health faculty believe it is important to provide as much hands on teaching experience throughout the course work within the major to best prepare students for their future career. A graduate of the physical education and health program will be prepared to design and implement a physical education and health curricula for PK-12. The Physical Education and Health major is accredited through the National Council for Accreditation of Teacher Education (NCATE) and the Indiana Department of Education (IDOE) and complies with accreditation standards set by the National Association for Sport and Physical Education (NASPE) and the American Association for Health Education (AAHE).

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Teacher Certification (Physical Education)

The following programs are available for students who desire to prepare for the teaching profession: physical education all-grade major (P-12); physical education minor; and a health and safety education minor. To be recommended for licensure, teaching majors will also complete one of the Education Licensure minors offered in the Department of Teacher Education.

Physical Education (Teaching) Major

50 hours; C or better required on all courses; 2.75 major GPA required

Students seeking the Physical Education Teaching major complete 46 hours in the major, plus either the P-12 Education Licensure minor or the Secondary Education Licensure minor.

- KIN 281 - Personal Health Science Credits: 3
- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- KIN 291 - Motor Behavior Credits: 2
- PET 292 - Principles of Teaching Dance and Aquatics Credits: 2
- PET 293 - Teaching Developmental Activities Credits: 4
- PET 294 - Principles of Teaching Dual and Team Sports Credits: 3
- PET 371 - Applied Biomechanics and Exercise Physiology Credits: 3
- PET 388 - School Health Credits: 3
- PET 392 - Adapted Physical Education Credits: 3

- PET 395 - Curriculum Construction in Physical Education Credits: 3
- PET 396 - Teaching Secondary Physical Education Credits: 4
- PET 402 - Controversial Issues in Health Education Credits: 3
- PET 442 - Community Health Credits: 3
- PET 471 - Assessment Strategies in Physical Education Credits: 3
- KIN 492 - Contemporary Issues in Sport and Exercise Credits: 3
- PET 493 - Emotional Health of Children in Sport Credits: 3
- PET 494 - Program Planning and Evaluation in Health Education Credits: 3

P-12 Education Licensure minor

Students seeking a teaching major that leads to licensure in all grades (P-12) are required to complete the P-12 Education Licensure Minor.

Sport Management Major, B.A./B.S.

46 hour sport management core + 6 hours of business electives + 18 hour sport-related track

2.5 cumulative GPA required

The major in Sport Management prepares students for entry-level positions within a variety of sport and recreation settings. Graduates will find employment opportunities in collegiate and professional sport organizations, recreation centers and non-profit agencies, sport media and marketing agencies, municipal park and recreation departments, sport manufacturers, teams, fitness clubs, theme parks and consulting firms. Examples of potential professional sport management positions include, but are not limited to, university recreational sport positions, sport media positions, corporate and commercial fitness management, United States Olympic Organization positions, sport entertainment, retail sport positions with companies such as Dick's Sporting Goods, Nike, and Adidas, and coaching positions within the NCAA, MLB, and NFL. Graduates with a Bachelor of Science in Sport Management degree will be well prepared for graduate study in sport management and related fields.

Sport Management Core (46 hours)

C or better required in all sport management core courses:

- SPTM 228 - Principles and Applications of Sport Management Credits: 3
- SPTM 283 - Field Experience in Sport and Exercise Credits: 1
- SPTM 332 - Sport Facility Management Credits: 3
- SPTM 333 - Sport Marketing Credits: 3
- SPTM 334 - Sport Event Management Credits: 3
- SPTM 336 - Governance and Ethics in Sport Credits: 3
- SPTM 302 - Practicum in Recreational Sports Credits: 3
- SPTM 303 - Practicum in Intercollegiate Athletics Credits: 3
- SPTM 451 - Legal Aspects of Sport Credits: 3
- SPTM 452 - Sport Finance and Economics Credits: 3
- SPTM 453 - Diversity in Sport Credits: 3
- SPTM 491 - Managing Organizations for Sport and Physical Activity Credits: 3
- SPTM 492 - Contemporary Issues in Sport and Exercise Credits: 3
- SPTM 498 - Internship in Sport Management Credits: 9

Business Electives (6 hours)

Choose two courses from the following list:

- ECON 175 - Fundamentals of Economics Credits: 3
- MKTG 201 - Introduction to Marketing Credits: 3
- MKTG 313 - Services Marketing Credits: 3
- MKTG 332 - Consumer Behavior Credits: 3
- MKTG 334 - Promotional Strategy Credits: 3
- MKTG 344 - Personal Selling Credits: 3
- MKTG 443 - Tourism and Leisure Marketing Credits: 3
- MNGT 201 - Survey of Management Credits: 3

- MNGT 315 - Management of Organizational Behavior Credits: 3
- MNGT 341 - Human Resource Management Credits: 3
- MNGT 352 - Entrepreneurship Ideation and Innovation Credits: 3
- MNGT 444 - Managing Diversity in Organizations Credits: 3

Sport-Related Track (18 hours)

Choose one track from the following options:

Intercollegiate Athletics

- SPTM 225 - Principles of Intercollegiate Athletic Administration Credits: 3
- SPTM 226 - Principles and Problems of Coaching Credits: 3
- SPTM 288. - Introduction to Sport Communication Credits: 3
- SPTM 335 - Sport Publicity and Promotion Credits: 3
- SPTM 482 - NCAA Compliance and Institutional Control Credits: 3
- PSY 377 - Sport Psychology Credits: 3

Recreational Sports

- SPTM 223 - Principles of Recreation Credits: 3
 - SPTM 226 - Principles and Problems of Coaching Credits: 3
 - SPTM 263 - Outdoor Adventure Education Credits: 2
 - SPTM 288. - Introduction to Sport Communication Credits: 3
 - SPTM 337 - Recreational Sports Administration Credits: 3
 - PET 493 - Emotional Health of Children in Sport Credits: 3
- Choose one officiating course:
- KIN 232 - Officiating of Baseball Credits: 1
 - KIN 234 - Officiating of Volleyball Credits: 1
 - KIN 237 - Officiating of Basketball Credits: 1
 - KIN 238 - Officiating of Soccer Credits: 1

Sport Communication

- SPTM 288. - Introduction to Sport Communication Credits: 3
- SPTM 335 - Sport Publicity and Promotion Credits: 3
- SPTM 353 - Sport Blogging and Social Media Credits: 3
- RTV 255 - Media Production Credits: 3
- RTV 356 - Sportscasting Credits: 3
- JRN 384 - Feature Writing Credits: 3

Sport and Business Studies

Select **9 hours** of sport management (SPTM) coursework, plus **9 additional hours** of business coursework from the list of business electives.

Coaching Minor

30 hours

Required Courses (27 hours)

- BIOL 121 - Human Anatomy and Physiology I Credits: 4
- BIOL 122 - Human Anatomy and Physiology II Credits: 4
- EXSC 381 - Care and Prevention of Athletic Injuries Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4
- KIN 499 - Practicum Credits: 3-5
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3

- PET 493 - Emotional Health of Children in Sport Credits: 3
- SPTM 226 - Principles and Problems of Coaching Credits: 3

Officiating Course (1 hour)

Select one:

- KIN 232 - Officiating of Baseball Credits: 1
- KIN 234 - Officiating of Volleyball Credits: 1
- KIN 237 - Officiating of Basketball Credits: 1
- KIN 238 - Officiating of Soccer Credits: 1

Coaching Course (2 hours)

Select one:

- KIN 432 - Coaching Baseball Credits: 2
- KIN 434 - Coaching Volleyball Credits: 2
- KIN 437 - Coaching Basketball Credits: 2
- KIN 438 - Coaching Soccer Credits: 2

Health and Safety Education Minor

25 hours; 2.75 minor GPA required

Required Courses (17 hours)

- KIN 281 - Personal Health Science Credits: 3
- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- PET 388 - School Health Credits: 3
- PET 402 - Controversial Issues in Health Education Credits: 3
- PET 442 - Community Health Credits: 3
- PET 494 - Program Planning and Evaluation in Health Education Credits: 3

Electives (8 hours)

Choose from:

- KIN 284 - Stress Management Credits: 2
- KIN 286 - Safety Education Credits: 2
- KIN 390 - Special Topics in Physical Education Credits: 1-3
- PET 493 - Emotional Health of Children in Sport Credits: 3
- HP 255 - Human Sexuality: A Health Perspective Credits: 3
- HP 265 - Alcohol And Drug Abuse: A Health Perspective Credits: 3
- HP 378 - Community Health Education Methods Credits: 3
- NUTR 376 - Principles and Applications in Nutrition Credits: 3 or
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3
- NUTR 396 - Nutrition Throughout the Lifecycle Credits: 3

Intercollegiate Athletics Minor

Required Courses (18 hours)

- SPTM 225 - Principles of Intercollegiate Athletic Administration Credits: 3
- SPTM 226 - Principles and Problems of Coaching Credits: 3
- SPTM 288. - Introduction to Sport Communication Credits: 3
- SPTM 335 - Sport Publicity and Promotion Credits: 3
- SPTM 482 - NCAA Compliance and Institutional Control Credits: 3
- PSY 377 - Sport Psychology Credits: 3

Personal Trainer Minor

Required Courses (25 hours)

- EXSC 397 - Physiology of Exercise Credits: 4
- EXSC 484 - Exercise Testing and Prescription Credits: 3
- EXSC 487 - Principles and Applications of Fitness Training Credits: 3
- EXSC 488 - Program Design for Healthy and Special Populations Credits: 3
- KIN 385 - Methods of Group Exercise Instruction Credits: 3
- KIN 485 - Methods of Personal Training Credits: 3
- NUTR 378 - Nutrition for Fitness and Sports Credits: 3

Physical Education (Teaching) Minor

24 hours; 2.75 minor GPA required

Teacher Certification (Physical Education)

The following programs are available for students who desire to prepare for the teaching profession: physical education all-grade major (P-12); physical education minor; and a health and safety education minor. To be recommended for licensure, teaching majors will also complete one of the Education Licensure minors offered in the Department of Teacher Education.

Required Courses (17 hours)

- KIN 282 - CPR and Sports Injury Prevention Credits: 2
- KIN 291 - Motor Behavior Credits: 2
- PET 392 - Adapted Physical Education Credits: 3
- PET 395 - Curriculum Construction in Physical Education Credits: 3
- PET 293 - Teaching Developmental Activities Credits: 4 or
- PET 396 - Teaching Secondary Physical Education Credits: 4
- PET 371 - Applied Biomechanics and Exercise Physiology Credits: 3 or
- EXSC 397 - Physiology of Exercise Credits: 4

Activities Courses (7 hours)

Select one activities course from each category

Team

- KIN 132 - Softball Credits: 1
- KIN 134 - Volleyball Credits: 1
- KIN 137 - Basketball Credits: 1
- KIN 138 - Soccer Credits: 1

Individual/Dual

- KIN 112 - Badminton Credits: 1
- KIN 114 - Golf Credits: 1
- KIN 118 - Table Tennis Credits: 1
- KIN 122 - Bowling Credits: 1
- KIN 123 - Tennis Credits: 1
- KIN 151 - Introduction to Karate Credits: 1
- KIN 199 - Special Activities Credits: 1 (Approved topics include: Disc Golf; Frisbee Golf; Taekwondo)

Dance

- KIN 155 - Dance Activities Credits: 1
- KIN 199 - Special Activities Credits: 1 (Approved topic: Zumba)

Aquatics

- KIN 141 - Beginning Swimming Credits: 1
- KIN 142 - Advanced Swimming Credits: 1
- KIN 143 - Aquatic Exercise Credits: 1
- KIN 145 - Scuba Credits: 1

Adventure

- KIN 124 - Rock Climbing Credits: 1
- KIN 125 - Advanced Rock Climbing Credits: 1
- KIN 161 - Fishing Credits: 1
- KIN 162 - Hiking and Outdoor Education Credits: 1
- KIN 163 - Sailing Credits: 1
- KIN 199 - Special Activities Credits: 1 (Approved topics: Advanced Rock Climbing; Backpacking; Bicycling; Canoeing; Caving; Flat Water Kayaking; Rock Climbing; White Water Rafting)

Fitness

- KIN 181 - Aerobics Credits: 1
- KIN 182 - Weight Training Credits: 1
- KIN 183 - Aerobic Dance Credits: 1
- KIN 185 - Step Aerobics Credits: 1
- KIN 199 - Special Activities Credits: 1 (Approved topics: Body Sculpting; Body Smart; Boot Camp; Cardio Funk; Cardiokickboxing; Exercise Buffet; Pilates; Spinning; Trail Exercise; Yoga; Zumba)

Additional Activity

Select one additional advisor approved activity course to improve deficiencies, based on physical activity assessment

Recreational Sports Minor

18 hours

Required Courses (17 hours)

- SPTM 223 - Principles of Recreation Credits: 3
- SPTM 226 - Principles and Problems of Coaching Credits: 3
- SPTM 263 - Outdoor Adventure Education Credits: 2
- SPTM 288. - Introduction to Sport Communication Credits: 3
- SPTM 337 - Recreational Sports Administration Credits: 3
- PET 493 - Emotional Health of Children in Sport Credits: 3

Officiating (1 hour)

Select one course from:

- KIN 232 - Officiating of Baseball Credits: 1
- KIN 234 - Officiating of Volleyball Credits: 1
- KIN 237 - Officiating of Basketball Credits: 1
- KIN 238 - Officiating of Soccer Credits: 1

Sport Communication Minor

Required Courses (21 hours)

- SPTM 288. - Introduction to Sport Communication Credits: 3
- SPTM 333 - Sport Marketing Credits: 3
- SPTM 335 - Sport Publicity and Promotion Credits: 3
- SPTM 353 - Sport Blogging and Social Media Credits: 3
- JRN 281 - Basic Reporting Credits: 3
- RTV 255 - Media Production Credits: 3
- RTV 356 - Sportscasting Credits: 3

Sport Management Minor

Required Courses (24 hours)

- SPTM 226 - Principles and Problems of Coaching Credits: 3
- SPTM 228 - Principles and Applications of Sport Management Credits: 3
- SPTM 332 - Sport Facility Management Credits: 3
- SPTM 333 - Sport Marketing Credits: 3
- SPTM 334 - Sport Event Management Credits: 3
- SPTM 335 - Sport Publicity and Promotion Credits: 3
- SPTM 491 - Managing Organizations for Sport and Physical Activity Credits: 3
- SPTM 492 - Contemporary Issues in Sport and Exercise Credits: 3

Coaching Endorsement

17-18 hours

NOTE: endorsements will not appear on official university transcripts.

Required Courses (13 hours)

- SPTM 226 - Principles and Problems of Coaching Credits: 3
- EXSC 381 - Care and Prevention of Athletic Injuries Credits: 3
- EXSC 383 - Kinesiology Credits: 3
- EXSC 397 - Physiology of Exercise Credits: 4

Select two courses (4-5 hours)

- KIN 342 - Water Safety Instructor Credits: 2
- KIN 432 - Coaching Baseball Credits: 2
- KIN 434 - Coaching Volleyball Credits: 2
- KIN 437 - Coaching Basketball Credits: 2
- KIN 438 - Coaching Soccer Credits: 2

Mathematics

All students who enroll in math classes at USI are given an opportunity to increase their level of mathematical knowledge, to improve their analytical and problem-solving skills, and to develop an appreciation for the applicability of mathematics. Since the mathematical requirements of the student population differ depending on the individual's particular educational goals, the Department of Mathematics has designed a variety of programs of study as well as specific courses to meet these needs. Programs are offered for students in four distinct areas: students seeking a major in mathematics, mathematics - actuarial track or mathematics teaching; students pursuing minors in mathematics or statistics; students requiring a course to satisfy the mathematics component of the University Core Curriculum; and students completing a program of study outside the Department of Mathematics, but having one or more mathematics requirements within their major.

Mathematics courses are sequential; therefore, the Department of Mathematics has mandatory placement and/or prerequisites for all mathematics courses. Students are only permitted to enroll in those courses for which they have successfully fulfilled all of the prerequisites. Prerequisite courses may not be taken Pass/ No Pass. After a student has completed a course successfully, he or she may not enroll in a prerequisite course without the approval of the chair of the department. Entering freshmen may take advanced placement tests and receive credit by examination in certain specified courses. For further information, students should contact the Office of Admission.

The mathematics component of the University Core Curriculum may be satisfied by a number of courses or by successfully passing a proficiency exam. A passing score (70%) on the proficiency exam fulfills the UCC math requirement; however, academic credit hours are not earned by passing this exam. This exam is administered by appointment through Academic Skills for a nonrefundable fee and may be taken only once.

Degree Programs

Students majoring in mathematics are assigned an advisor from the tenured/tenure-track faculty of the department and are required to consult with this advisor before each registration period. The Bachelor of Science degree is granted to those students who complete the prescribed program. Students desiring a Bachelor of Arts must meet the foreign language requirements plus the requirements of the prescribed program. Throughout the remainder of this section the reference to upper-level courses relates to courses numbered 251 or above, with the exception of MATH 291, MATH 391, MATH 392, MATH 393, MATH 436 (elective for statistics minor only), MATH 375 and MATH 600-level graduate courses.

Mathematics Major, Actuarial Track, B.A./B.S.

61 hours

The curriculum leading to a degree in mathematics with an actuarial emphasis is designed to prepare the student for a career as an applied mathematician in the actuarial field. The validation by educational experiences (VEE) of the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) are met by courses in economics, applied statistics, and corporate finance. Individuals may apply for the VEE credit after completion of the required coursework (with a minimum grade of B in each course), and after passing two SOA/CAS actuarial exams. MATH 438 will provide the foundation for Exam P/1 and MATH 375 will provide the foundation for Exam FM/2.

Mathematics Core (27 hours)

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- MATH 253 - Principles of Mathematical Logic Credits: 3
- MATH 335 - Calculus III Credits: 4
- MATH 362 - Linear Algebra Credits: 3
- MATH 410 - Introduction to Analysis Credits: 3
- MATH 412 - Modern Abstract Algebra I Credits: 3
- MATH 438 - Theory of Probability Credits: 3

Courses Required for the Actuarial Track (25 hours)

- CS 201 - Introduction to Object-Oriented Programming Using Java Credits: 3 or
- ECON 208 - Principles of Microeconomics Credits: 3
- ECON 209 - Principles of Macroeconomics Credits: 3
- FIN 305 - Business Finance Credits: 3 *
- FIN 461 - Financial Management Credits: 3
- MATH 375 - Interest Theory and Mathematical Finance Credits: 4
- MATH 475 - Regression and Time Series Credits: 3
- MATH 441 - Mathematical Statistics Credits: 3

Note(s):

* There are five prerequisite courses (ECON 208, ECON 209, ECON 265, ACCT 201, ACCT 202) for FIN 305. MATH 241 will be substituted for ECON 265.

Elective Courses (9 hours)

Select nine hours from the upper-level course offerings in mathematics, as directed by advisor (excluding MATH 291, MATH 391, MATH 392, MATH 393, MATH 436).

Mathematics Major, B.A./B.S.

42 hours

The curriculum leading to a degree in mathematics is rooted in a foundation of calculus, mathematical logic, probability, linear algebra, abstract algebra, and analysis. The student's selection of a minimum of fifteen hours of electives from pure and applied mathematics courses allows for diversity of specialization. These topics introduce students to a broad range of mathematical concepts and ideas that challenge and develop their intellectual skills. Experiences from several of these courses provide insight into the applicability and power of mathematics to a variety of problems.

Mathematics Core (27 hours)

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- MATH 253 - Principles of Mathematical Logic Credits: 3
- MATH 335 - Calculus III Credits: 4
- MATH 362 - Linear Algebra Credits: 3
- MATH 410 - Introduction to Analysis Credits: 3
- MATH 412 - Modern Abstract Algebra I Credits: 3
- MATH 438 - Theory of Probability Credits: 3

Elective Courses (15 hours)

Select fifteen hours from the upper-level course offerings in mathematics, as directed by advisor (excluding MATH 291, MATH 391, MATH 392, MATH 393, MATH 436, and MATH 375).

Mathematics Teaching Major, B.A./B.S.**48 hours**

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Students pursuing a degree in Mathematics Teaching (grades 5-12) will complete all requirements for a degree in mathematics plus additional courses required for mathematics teaching majors. Successful completion of this degree will prepare students for a career in teaching mathematics in grades 5-12. Students seeking an Indiana teaching license must complete all requirements as mandated by the state.

Mathematics Core (27 hours)

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- MATH 253 - Principles of Mathematical Logic Credits: 3
- MATH 335 - Calculus III Credits: 4
- MATH 362 - Linear Algebra Credits: 3
- MATH 410 - Introduction to Analysis Credits: 3
- MATH 412 - Modern Abstract Algebra I Credits: 3
- MATH 438 - Theory of Probability Credits: 3

Courses Required for Math Teaching Majors (12 hours)

- MATH 291 - Mathematics for Secondary Teachers Credits: 3
- MATH 391 - The Teaching of Mathematics in Grades 5-12 Credits: 3
- MATH 323 - College Geometry Credits: 3
- MATH 492 - History of Mathematics Credits: 3

Elective Courses (9 hours)

Select nine hours from the upper-level course offerings in mathematics, as directed by advisor (excluding MATH 392, MATH 393, MATH 436 and MATH 375).

Secondary Education Licensure minor

Students seeking a teaching major that leads to licensure as a secondary school teacher (grades 5-12) are required to complete the Secondary Education Licensure Minor.

Mathematics Minor

21 hours

Required Courses (12 hours)

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- MATH 335 - Calculus III Credits: 4

Elective Courses (9 hours)

Select nine hours of upper-level mathematics offerings, as directed by advisor (excluding MATH 291, MATH 391, MATH 392, MATH 393, MATH 436 and MATH 375)..

Mathematics Minor, Secondary Education

27 hours; 2.75 minor GPA required

The Mathematic Minor, Secondary Education is designed to prepare students for the secondary-level state-mandated licensure exam; this minor does not automatically extend certification to the secondary level.

Required Courses

- MATH 230 - Calculus I Credits: 4
- MATH 253 - Principles of Mathematical Logic Credits: 3
- MATH 323 - College Geometry Credits: 3
- MATH 235 - Calculus II Credits: 4
- MATH 335 - Calculus III Credits: 4
- MATH 412 - Modern Abstract Algebra I Credits: 3
- MATH 438 - Theory of Probability Credits: 3
- MATH 492 - History of Mathematics Credits: 3

Mathematics Teaching Minor, Elementary & Middle-Level

31-34 hours; 2.75 minor GPA required

The elementary and middle-level mathematics minor builds on the elementary education mathematics minor and reflects more depth of content designed to strengthen the prospective teachers' understanding of mathematics and broaden their understanding of mathematical connections between grade levels. The elementary and middle-level mathematics minor is designed to prepare students for the state-mandated licensure exam for middle-level mathematics. The minor does not automatically extend certification to the middle grades.

Required Courses (10-12 hours)

- MATH 103 - Mathematics for Elementary Teachers I Credits: 3
- MATH 203 - Mathematics for Elementary Teachers II Credits: 4

One of the following based on placement score

- MATH 115 - Pre-Calculus Mathematics Credits: 3 or
- MATH 118 - Comprehensive Pre-Calculus Credits: 5

Additional Required Courses (21-22 hours)

- MATH 213 - Algebraic Concepts for Teachers Credits: 3
- MATH 215 - Survey of Calculus Credits: 3 or
- MATH 230 - Calculus I Credits: 4
- MATH 236 - Geometry and Measurement for Teachers Credits: 3
- MATH 238 - Data Analysis and Probability for Teachers Credits: 3
- MATH 253 - Principles of Mathematical Logic Credits: 3
- MATH 392 - The Teaching of Elementary School Mathematics Credits: 3
- MATH 393 - Pedagogical Knowledge for Teaching Mathematics Credits: 3

Mathematics Teaching Minor, Elementary School

25-27 hours; 2.75 minor GPA required

Required Courses (10-12 hours)

- MATH 103 - Mathematics for Elementary Teachers I Credits: 3
- MATH 203 - Mathematics for Elementary Teachers II Credits: 4

One of the following based on placement score*

- MATH 111 - College Algebra Credits: 4
- MATH 115 - Pre-Calculus Mathematics Credits: 3
- MATH 118 - Comprehensive Pre-Calculus Credits: 5

Note:

*Students who qualify and who are considering adding the elementary and middle-level mathematics minor, should take MATH 115 or MATH 118.

Additional Required Courses (15 hours)

- MATH 213 - Algebraic Concepts for Teachers Credits: 3
- MATH 236 - Geometry and Measurement for Teachers Credits: 3
- MATH 238 - Data Analysis and Probability for Teachers Credits: 3
- MATH 392 - The Teaching of Elementary School Mathematics Credits: 3
- MATH 393 - Pedagogical Knowledge for Teaching Mathematics Credits: 3

Mathematics Courses for Teacher Education Majors

Prospective Early Childhood Education majors

- MATH 103 - Mathematics for Elementary Teachers I Credits: 3
- MATH 202 - Mathematical Concepts for Preschool through Primary Teachers Credits: 4

Note:

Students majoring in Early Childhood Education and declaring a minor in Elementary Education should enroll in MATH 203 instead of MATH 202. MATH 203 is a prerequisite for MATH 392, a required course for the Elementary Education minor.

Prospective Elementary Education majors

- MATH 103 - Mathematics for Elementary Teachers I Credits: 3
- MATH 203 - Mathematics for Elementary Teachers II Credits: 4
- MATH 392 - The Teaching of Elementary School Mathematics Credits: 3

Prospective Special Education majors

- MATH 103 - Mathematics for Elementary Teachers I Credits: 3
- MATH 203 - Mathematics for Elementary Teachers II Credits: 4

Statistics Minor

24 hours

The availability of sophisticated, inexpensive technology has resulted in numerous data sets pertinent to life science, physical science, social science, engineering, and business. As a result, students who bolster their knowledge of statistical methods and theory will enhance their career options. The coursework for this degree will introduce students to probability and statistical theory as well as a variety of statistical-analysis techniques.

Required Courses (15 hours)

- MATH 230 - Calculus I Credits: 4
- MATH 235 - Calculus II Credits: 4
- MATH 335 - Calculus III Credits: 4
- MATH 438 - Theory of Probability Credits: 3

Additional Required Courses (9 hours)

If your major is Mathematics, Math Teaching, or Engineering, only one of the following courses can apply toward the major:

- MATH 436 - Intermediate Statistics and Quality Credits: 3 **or**
- ENGR 436 - Intermediate Statistics and Quality Credits: 3
- MATH 441 - Mathematical Statistics Credits: 3
- MATH 475 - Regression and Time Series Credits: 3

Note:

For students earning a degree in Mathematics or Mathematics Teaching, only MATH 441 or MATH 475 may be used as a math elective. MATH 436 cannot be used as a math upper-level elective.

Department of Teacher Education

The Department of Teacher Education offers programs that offer a balance between focus on academic learning and focus on candidates' ability to respond to each student's cognitive, social-emotional, and cultural needs. Candidates will become proficient in their knowledge of curricula, familiarity with school communities, ability to apply their knowledge to effectively engage students in learning experiences, and ability to implement effective interventions utilizing a data-based decision making framework. Candidates will be prepared to participate in a profession of practice in which teachers are expert practitioners who know how to use the knowledge of the profession to advance student learning and to build their professional knowledge through practice. Programs offered through the Department of Teacher Education utilize a clinical-based model that closely couples practice, content, theory, and pedagogy.

The Reflective Teacher Model provides the conceptual framework that guides programs in the Department of Teacher Education. Coursework and clinical experiences are designed to assure candidate development in the following areas:

- Knowledge of Self: personal values and interpersonal skills are emphasized
- Knowledge of Students: child development, prior experiences, diversity, learning theories, and values are emphasized
- Knowledge of Schools, Communities, and Families: the nature and function of schools is emphasized
- Knowledge of Curriculum: interdisciplinary, subject specificity, and liberal education are emphasized
- Knowledge of Pedagogy: classroom context, student-focused curriculum, differentiated instruction, data-based assessment and management, and instructional technology are emphasized

Because teaching is a profession of practice, the Department of Teacher Education focuses on preparing expert practitioners who know their students, their subject-area content, and pedagogy. Effective practitioners learn these abilities through professional study and by mastering the profession's knowledge base, skills, and dispositions of practice. Clinical practice provides robust opportunities to develop practitioners through expertly mentored experiences in the field and through pedagogically designed practical experiences. A clinically based approach gives teacher candidates the opportunity to integrate theory into practice, to

develop and test classroom management and pedagogical skills, to hone their use of evidence in making professional decisions about practice, and to understand and integrate the standards of their professional community.

The Department of Teacher Education offers the following programs:

- the undergraduate majors in early childhood education, elementary education, and special education
- the professional education component for secondary and allgrade teaching majors
- minors in special education, reading, early childhood education, and instructional technology
- the Associate of Science degree program in early childhood education
- Master of Science degree programs in elementary and secondary education
- licensure in educational leadership building-level administrator

The teacher education programs have been approved by the Indiana Department of Education Office of Educator Effectiveness and Leadership, the National Council for the Accreditation of Teacher Education, and the North Central Association of Colleges and Secondary Schools. Graduates of the University who successfully complete teacher education programs, pass the licensure exams, and meet any other requirements specified by the Office of Educator Licensing and Development Effectiveness and Leadership are eligible for teaching licenses in Indiana and other states that recognize the completion of a program approved by the National Council for Accreditation of Teacher Education as a basis for licensure.

Procedures and Regulations for Students in Teaching Programs

Procedures and regulations that govern students pursuing teacher education programs are described in this section. More detailed information may be obtained from the Department of Teacher Education.

A series of four gateways are required as students progress into and through the Teacher Education programs. These gateways are designed to assure clarity in program requirements and the proficiency of teacher candidates licensed by the University of Southern Indiana.

Gateway One: Admission to the Exploration Phase

- 24 credit hours of coursework with a 2.75 GPA
- Demonstrated proficiency in critical reading, writing, and mathematics (Indiana's Office of Educator Licensing and Development standards and benchmarks will be followed.)
- Grade of C or above in all courses applied to the candidate's degree
- Completion or co-enrollment in EDUC 221 - Diversity and Equity in Education

Gateway Two: Admission to the Analysis Phase

- Approved application for admission to teacher education submitted on the Tk20 Data Management system
- Grade of C or above in all courses applied to the candidate's degree
- 2.75 GPA
- Completion of admissions interview
- Meets target level expectations on all Exploration Phase artifacts and dispositions

Gateway Three: Admission to Synthesis Phase

- Approved application for student teaching submitted on the Tk20 Data Management system
- Demonstrated proficiency on specialty area examinations in their major (primary) and minor (supporting) teaching fields, as required by the Indiana Office of Educator Licensing and Development (currently Praxis II)
- Grade of C or above in all courses applied to the candidate's degree
- 2.75 GPA
- Interview and graduation checkout
- Meets target level expectations on all Analysis Phase artifacts and dispositions

Gateway Four: Approval for Licensure

- Confirmed acceptable dispositions for licensure
- Meets target level expectations for Teaching Candidacy Placement
- Meets target level expectations for Synthesis Phase artifacts

- Successful completion of all licensure coursework
- Submission of Licensure Application
- CPR Certification (Required by the Indiana Office of Educator Effectiveness and Leadership)

Current information regarding application procedures and downloadable forms are available on the University web site under Teacher Education at www.usi.edu.

Clinical Practice and Field Experiences

Clinical practice and field experiences provide opportunities for students to obtain extended realistic experiences in schools. The full-time program of co-teaching makes possible meaningful contacts with all aspects of the teacher's work.

Clinical practice and field experiences provide opportunities for prospective teachers to work in classroom settings during their entire teacher education program. These experiences are provided in conjunction with each phase of the teacher education programs.

Teacher candidates participate in classroom teaching, faculty planning, extra class activities, and school-community enterprises. The co-teaching program is designed to help the teacher candidate develop a working philosophy of education and acquire the basic skills needed to enter the profession of teaching. **Co-teaching requires admission to the Synthesis Phase and application for school/clinical site placement.**

Application for Student Teaching

At the beginning of the spring semester of the year preceding the year in which a student plans to student teach, the student is required to file an application for student teaching. Information is available on the University web site under Teacher Education.

University Core Curriculum Requirements

For baccalaureate degree programs in Early Childhood Education, Elementary Education, and Special Education, students complete the University Core Curriculum requirements. Exceptions to these requirements include the following (contact the department office for further information):

Early Childhood Education (Preschool/Primary)

- A2. MATH 103 and MATH 202 are required
- C1. Course in American History (HIST 101, HIST 102, HIST 130 or EDUC 173) is required
- C2. EDUC 221 is required
- D. EDUC 458 is required

Elementary Education (Primary/Intermediate)

- A2. MATH 103 and MATH 203 are required
- B3. KIN 186 and PET 287 are required
- C1. Course in American History (HIST 101, HIST 102, HIST 130 or EDUC 173) is required
- C2. EDUC 221 is required
- D. EDUC 458 is required

Special Education

- A2. MATH 103 and MATH 203 are required
- C1. Course in American History (HIST 101, HIST 102, HIST 130 or EDUC 173) is required
- C2. EDUC 221 is required
- C4. HUM 241 or HUM 242 is required

D. EDUC 458 is required

Teaching Minors and Content Areas: Elementary Education

The following minors and endorsements supplement the elementary teaching licensure and may be recorded on the license.

- Early Childhood Education Content
- French
- German
- Instructional Technology
- Mathematics
- Physical Education
- Reading
- Science
- Social Studies
- Spanish
- Special Education
- Fine Arts

The student is directed to the minor pattern as described in the appropriate department.

Early Childhood (Non-Teaching) Major, B.A./B.S.

Students who desire to earn a bachelor's degree but will not require teacher licensure by the state (such as Head Start teachers and other child care providers) may declare the early childhood non-teaching major (non-licensure track).

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Early Childhood Education

The University of Southern Indiana offers both bachelor's and associate's degree programs to prepare teachers of young children.

Early Childhood (non-licensure) University Core Curriculum Requirements

Within the University Core Curriculum, early childhood education majors are required to complete specific courses from the following categories:

A. The Mind: Enhancement of Cognitive Development

A2. Mathematics Must include MATH 202 (MATH 103 pre-requisite) 3 hours

B. The Self: Enhancement of Individual Development

B3. Health/Fitness Must include KIN 186 3 hours

C. The World: Enhancement of Cultural and Natural Awareness

C1. History Must be a U.S. History (HIST 101, HIST 102, or EDUC 173) 3 hours

C2. Individual Development/Social Behavior Must include EDUC 221 3 hours

D. The Synthesis: Integration and Application of Knowledge

D. Synthesis May include EDUC 458 or LIBA 497 3 hours

Required Courses for Early Childhood non-licensure (39 hours)

- EDUC 203 - Introduction to Children's Literature Credits: 3
- EDUC 221 - Diversity and Equity in Education Credits: 3
- EDUC 241 - Early Childhood Education Credits: 3
- EDUC 242 - Growth and Development: Early Childhood Credits: 3
- EDUC 246 - Language and Literacy in the Early Years Credits: 3
- EDUC 255 - Growth and Development: Infants and Toddlers Credits: 3
- EDUC 256 - Guidance of Young Children Credits: 3
- EDUC 261 - Special Needs: Early Childhood Education Credits: 3
- EDUC 344 - Family, School, Community Partnerships Credits: 3
- EDUC 351 - Music, Movement, Play, and Expressive Arts Credits: 3
- EDUC 355 - Practicum in Early Childhood Education Credits: 3
- EDUC 386 - Early Childhood Curriculum and Instruction Credits: 3
- EDUC 490 - Special Topics in Education Credits: 1-3
(Approved topic: Early Childhood Internship; 3 hours required)
- LIBA 497 - Capstone Studies Credits: 3

Early Childhood Education Major, B.A./B.S.

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Early Childhood Education

The University of Southern Indiana offers both bachelor's and associate's degree programs to prepare teachers of young children.

Early Childhood Education – Bachelor of Science/Bachelor of Arts Degree Requirements

The student who desires to become a licensed early childhood teacher will complete the following minimum course of study that leads to a Bachelor of Science degree and the Indiana teaching license in the areas of (1) preschool and (2) elementary-primary (grades K-3). A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned.

Early Childhood Education University Core Curriculum Requirements

Within the University Core Curriculum, early childhood education majors are required to complete specific courses from the following categories:

A. The Mind: Enhancement of Cognitive Development

Must include MATH 202 (MATH 103 prerequisite)

A2. Mathematics 3 hours
*Students minoring in Elementary Content will take

MATH 203

B. The Self: Enhancement of Individual Development

B3. Health/Fitness 3 hours
Must include KIN 186

C. The World: Enhancement of Cultural and Natural Awareness

C1. History 3 hours
Must be a U.S. History
(HIST 101, HIST 102, or EDUC 173)

C2. Individual Development/Social Behavior 3 hours
Must include EDUC 221

D. The Synthesis: Integration and Application of Knowledge

D. Synthesis

Must include EDUC 458

3 hours

Professional Education Courses for Early Childhood (42 hours)

In addition to the University Core Curriculum, student should complete the following professional education courses and special subject courses:

- EDUC 203 - Introduction to Children's Literature Credits: 3
- EDUC 221 - Diversity and Equity in Education Credits: 3 (UCC course)
- EDUC 241 - Early Childhood Education Credits: 3
- EDUC 242 - Growth and Development: Early Childhood Credits: 3
- EDUC 246 - Language and Literacy in the Early Years Credits: 3
- EDUC 255 - Growth and Development: Infants and Toddlers Credits: 3
- EDUC 256 - Guidance of Young Children Credits: 3
- EDUC 261 - Special Needs: Early Childhood Education Credits: 3
- EDUC 344 - Family, School, Community Partnerships Credits: 3
- EDUC 351 - Music, Movement, Play, and Expressive Arts Credits: 3
- EDUC 355 - Practicum in Early Childhood Education Credits: 3
- EDUC 356 - Teaching Methods in Integrated Content Areas (Kindergarten-Primary) Credits: 3
- EDUC 386 - Early Childhood Curriculum and Instruction Credits: 3
- EDUC 398 - Reading Methods Credits: 3
- EDUC 439 - Classroom Management through Data-based Decision Making Credits: 3

Student Teaching (12 hours)

- EDUC 458 - Seminar in Professional Education Credits: 3
- EDUC 431 - Supervised Student Teaching in Early Childhood Education Credits: 3-9 (must be taken for 9 hours)

Specialty Areas (Optional)**Special Needs**

- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 261 - Special Needs: Early Childhood Education Credits: 3
- EDUC 315 - Management for Students with Exceptional Needs Credits: 3
- EDUC 359 - Practicum Topics in Early Childhood Education Credits: 1-3

Infant/Toddler

- EDUC 255 - Growth and Development: Infants and Toddlers Credits: 3
- EDUC 257 - Programs for Infants and Toddlers Credits: 3
- EDUC 261 - Special Needs: Early Childhood Education Credits: 3
- EDUC 359 - Practicum Topics in Early Childhood Education Credits: 1-3

School Age

- EDUC 340 - Special Topics in Early Childhood Education Credits: 1-3
- EDUC 348 - School-Age Child Care Credits: 3
- EDUC 359 - Practicum Topics in Early Childhood Education Credits: 1-3

Content Area Minor (24 hours)

The early childhood education major requires completion of one of the following approved content area teaching minors:

English	Instructional Technology	Social Science
French Studies	Language Arts	Special Education
German Studies	Mathematics	Theatre Education
Spanish Studies	Physical Education	Visual Arts
Early Childhood Education	Reading	
Health & Safety Education	Science	

Elementary Education Major, B.A./ B.S.

The program in Elementary Education will successfully prepare candidates with concentration in both professional education and pedagogy and content area expertise. Building upon the general education provided in the University Core Curriculum, candidates will be given the opportunity to learn and demonstrate developmentally appropriate literacy practices; differentiated instructional practices with special attention to English as a New Language and exceptional needs; classroom and behavior management processes; data-based curriculum, instruction, and assessment strategies; and developmentally and culturally responsive practices that utilize a variety of instructional technologies. The candidate who desires to become an elementary school teacher will complete the following program requirements resulting in a Bachelor of Science. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned in the completion of UCC category C4.

Teaching Major Grade & GPA Requirement

Students completing a teaching major must earn at least a 2.75 cumulative GPA, a 2.75 major GPA, and a grade of C or better in all courses applied toward degree requirements.

Elementary Education University Core Curriculum Requirements

Within the University Core Curriculum, elementary education majors are required to complete specific courses from the following categories:

A. The Mind: Enhancement of Cognitive Development

A2. Mathematics Must include MATH 203 (MATH 103 pre-requisite) 3 hours

B. The Self: Enhancement of Individual Development

B3. Health/Fitness Must include KIN 186 and PET 287 3 hours

C. The World: Enhancement of Cultural and Natural Awareness

C1. History Must be a U.S. History (HIST 101, HIST 102, or EDUC 173) 3 hours

C2. Individual Development/Social Behavior Must include EDUC 221 3 hours

D. The Synthesis: Integration and Application of Knowledge

D. Synthesis Must include EDUC 458 3 hours

Elementary Education Requirements

In addition to the University Core Curriculum, candidates should complete the following professional education courses for licensure in the elementary school setting (K-6).

Professional Education Courses for Elementary (K-6) (39 hours)

- EDUC 203 - Introduction to Children's Literature Credits: 3
- EDUC 221 - Diversity and Equity in Education Credits: 3 (UCC course)

- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 292 - Explorations in Elementary Education Credits: 3
- EDUC 354 - Practicum in Elementary Education Credits: 3
- EDUC 373 - Teaching Science in the Elementary School Credits: 3
- EDUC 378 - Literacy Methods I Credits: 3
- EDUC 382 - Elementary Analysis of Curriculum and Instruction Credits: 3
- EDUC 388 - Teaching Social Studies in the Elementary School Credits: 3
- EDUC 398 - Reading Methods Credits: 3
- EDUC 413 - Exceptional Needs Instructional Strategies I Credits: 3
- EDUC 439 - Classroom Management through Data-based Decision Making Credits: 3
- MATH 392 - The Teaching of Elementary School Mathematics Credits: 3

Advanced Curriculum and Instruction Elective (3 hours)

Select one (1) of the following:

- EDUC 214 - Instructional Technology in Education Credits: 3
- EDUC 344 - Family, School, Community Partnerships Credits: 3
- EDUC 351 - Music, Movement, Play, and Expressive Arts Credits: 3
- EDUC 356 - Teaching Methods in Integrated Content Areas (Kindergarten-Primary) Credits: 3
- EDUC 357 - Expressive Arts/Social Studies (Kindergarten/Primary) Credits: 3
- EDUC 366 - Educational Assessment Credits: 3

Student Teaching (12 hours)

- EDUC 458 - Seminar in Professional Education Credits: 3
- EDUC 471 - Supervised Student Teaching in Elementary Education Credits: 3-9 (must be taken for 9 hours)

Content Area Minor (24 hours)

The elementary education major requires completion of one of the following approved content area teaching minors:

English	Instructional Technology	Social Science
French Studies	Language Arts	Special Education
German Studies	Mathematics	Theatre Education
Spanish Studies	Physical Education	Visual Arts
Early Childhood Education	Reading	
Health & Safety Education	Science	

Secondary Education Teaching Majors and Minors

Majors

- Business
- English (Language Arts)
- French Studies
- German Studies
- Mathematics
- Physical Education (all grades or secondary)
- Science 1
- Social Science (Social Studies) 2
- Spanish Studies
- Visual Arts (all grades or secondary)

1. Science: single- and dual-area licensure are available in chemistry, earth sciences, life sciences (biology), and physics. Mathematics is available as a dual-area license when paired with another science area.
2. Social Studies: candidates are licensed in historical perspectives and government/citizenship, along with a third area—economics, psychology, or sociology.

Minors

- Chemistry
- Coaching
- Early Childhood Education
- Earth Space Science
- Elementary Education
- English
- French Studies
- German Studies
- Government
- Health and Safety Education
- Instructional Technology
- Journalism
- Language Arts
- Mathematics
- Physical Education
- Physical Science
- Physics
- Psychology
- Reading
- Science (Elementary)
- Social Science
- Sociology
- Spanish Studies
- Special Education
- Theatre Education
- Visual Arts

For lists of course requirements for majors and minors, see either the appropriate sections in the Bulletin or personnel in the respective departments. Program course checklists also are available in the Department of Teacher Education.

Initial Licensure Alternate Route Program

Candidates who hold a non-teaching bachelor's degree and wish to get a teaching license may be eligible for the Initial Licensure Alternative Route Program. Licensure is available in the following content areas and grade levels:

Early Childhood Generalist	P-3
Elementary Generalist	K-6
Biology, Chemistry, Language Arts, Mathematics, History, Government, Psychology, Sociology, French, German, Spanish, and other secondary content areas	5-12 or 9-12
Physical Education and Visual Art	P-12

Requirements for Admission

- A bachelor's degree (in the subject to be taught, for secondary licensure);
- documentation of proficiency in reading, mathematics, and writing (ACT of 24 or more; SAT verbal and math of 1100 or more; SAT of verbal, math, and writing of 1500 or more; PRAXIS I scores that meet Indiana minimums);
- GPA of 2.75 (or 2.5 with documentation of five years of professional experience);
- for secondary Initial Licensure Alternative Route candidates, passing score(s) on content test(s) required for Indiana licensure.

Program Requirements

All candidates in the Initial Licensure Alternative Route Program will complete a three-semester sequence, culminating in a semester of student teaching. *Candidates must have credit for EDUC 221 - Diversity and Equity in Education.*

Candidates may select from the following program options:

(1) Secondary (5-12)

Semester 1

- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 283 - Explorations in Secondary Education Credits: 3

Semester 2

- EDUC 383 - Secondary Analysis of Curriculum and Pedagogy Credits: 3
- EDUC 384 - Advanced Clinical Experiences in Secondary Schools Credits: 3

Semester 3

- EDUC 439 - Classroom Management through Data-based Decision Making Credits: 3
- Student Teaching Credits: 6

(2) Physical Education and Visual Art (P-12)

Semester 1

- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 283 - Explorations in Secondary Education Credits: 3

Semester 2

- EDUC 383 - Secondary Analysis of Curriculum and Pedagogy Credits: 3
- EDUC 384 - Advanced Clinical Experiences in Secondary Schools Credits: 3 (EDUC 292 prerequisite*)

Semester 3

- EDUC 439 - Classroom Management through Data-based Decision Making Credits: 3
- Student Teaching Credits: 6

Note(s):

*The prerequisites for the Block Two – Methods (Analysis Phase) are meant to assure students have an experience in both the elementary setting and the secondary setting during the first two blocks of the P-12 licensure minor program.

Student Teaching

Upon matriculation into the Initial Licensure Alternative Route Program, candidates must apply for a student teaching placement. Passing scores on content exams required for state licensure must be submitted prior to commencing a student teaching placement.

For further information about the program, possible candidates should contact the Department of Teacher Education at 812/465-7024.

Special Education Major, B.A./B.S.

The student who desires to become a special education teacher will complete the following minimum course of study that leads to a Bachelor of Science degree and initial practitioner Indiana license in exceptional needs: mild intervention, as well as Language

English	Language Arts	Social Science
French Studies	Reading	Visual Arts
German Studies	Mathematics	
Spanish Studies	Science	

Early Childhood Education Content Area Minor

24 hours; 2.75 minor GPA required

This minor is for students who hold or are working toward a teaching license in something other than early childhood education and wish to add an early childhood “content” minor. This program includes preparation for teaching in the early childhood (P-3) setting. Students interested in acquiring a license to teach in the early childhood setting should see the University’s teacher licensing advisor in the Department of Teacher Education for program information.

Course Requirements (24 hours)

- EDUC 241 - Early Childhood Education Credits: 3
- EDUC 242 - Growth and Development: Early Childhood Credits: 3
- EDUC 255 - Growth and Development: Infants and Toddlers Credits: 3
- EDUC 256 - Guidance of Young Children Credits: 3
- EDUC 344 - Family, School, Community Partnerships Credits: 3
- EDUC 351 - Music, Movement, Play, and Expressive Arts Credits: 3
- EDUC 355 - Practicum in Early Childhood Education Credits: 3
- EDUC 386 - Early Childhood Curriculum and Instruction Credits: 3

Elementary Education Content (K-6) Minor

24 hours; 2.75 minor GPA required

This minor is for students who hold or are working toward a teaching license in something other than elementary education and wish to add an elementary “content” minor. This program includes preparation for teaching in the elementary school setting (K-6). Students interested in acquiring a license to teach in the elementary school setting should see the University’s teacher licensing advisor in the Department of Teacher Education for program information.

Course Requirements (24 hours)

- EDUC 203 - Introduction to Children’s Literature Credits: 3
- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 373 - Teaching Science in the Elementary School Credits: 3 *
- EDUC 378 - Literacy Methods I Credits: 3 *
- EDUC 388 - Teaching Social Studies in the Elementary School Credits: 3 *
- EDUC 398 - Reading Methods Credits: 3
- MATH 392 - The Teaching of Elementary School Mathematics Credits: 3 *
- EDUC 354 - Practicum in Elementary Education Credits: 3

Note(s):

* Students are required to have concurrent enrollment in two of these courses.

Instructional Technology Minor

24 hours; 2.75 minor GPA required

This program prepares a candidate to serve as a technology leader at the building or district level. See the Licensing Advisor for information about the Instructional Technology Content Area.

Required Courses (15 hours)

- EDUC 214 - Instructional Technology in Education Credits: 3
- EDUC 465 - Instructional Technology Integration Credits: 3
- EDUC 466 - Authoring Educational Multimedia Resources Credits: 3
- EDUC 467 - The Internet in Education Credits: 3
- EDUC 468 - Instructional Technology Administration Credits: 3

Required Practicum (3 hours)

Students enroll in a year-long practicum, taking EDUC 469 in the fall as 1 credit hour, then taking EDUC 469 again in the spring as 2 credit hours:

- EDUC 469 - Special Topics in Computer Education Credits: 1-3 (take twice)

Electives (6 hours)

Contact the Teacher Education Licensing Advisor to select approved courses.

P-12 Education Licensure Minor

27 hours; C or better required in all classes; 2.75 minor GPA required

This minor is for students who hold or are working toward a teaching license in the P-12 setting. **Physical Education and Visual Art** majors who wish to become licensed to teach will complete this minor program. It is for those who have a non-education baccalaureate degree seeking licensure in the Initial Licensure Alternative Route Program. The P-12 Education Licensure Minor includes preparation for teaching in the elementary setting and secondary setting. Students interested in acquiring a license to teach in the P-12 setting should see the University's teacher licensing advisor in the Department of Teacher Education for program information.

Course Requirements (27 hours)

- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 221 - Diversity and Equity in Education Credits: 3

Gateway 1: Admission to Exploration Phase of Teacher Education

- EDUC 292 - Explorations in Elementary Education Credits: 3

Gateway 2: Admission to Analysis Phase of Teacher Education

- EDUC 383 - Secondary Analysis of Curriculum and Pedagogy Credits: 3
- EDUC 384 - Advanced Clinical Experiences in Secondary Schools Credits: 3

Gateway 3: Admission to Synthesis Phase of Teacher Education

- EDUC 439 - Classroom Management through Data-based Decision Making Credits: 3
- EDUC 473 - Supervised Student Teaching in Secondary or P-12 Education Credits: 3-9 (must be taken for 9 hours)

Reading - Teaching Minor

24 hours; C or better required in all classes; 2.75 minor GPA required

This program has been designed to prepare the student for professional work in the area of reading. The minor in reading is an excellent area of specialization for both prospective elementary and secondary teachers.

Course Requirements (24 hours)

Foundations of Literacy

- EDUC 203 - Introduction to Children's Literature Credits: 3
- EDUC 378 - Literacy Methods I Credits: 3

Diagnosis and Correction of Reading Difficulties

- EDUC 398 - Reading Methods Credits: 3
- EDUC 455 - Diagnostic Teaching of Reading Credits: 3

Literacy and Diversity

- EDUC 204 - Teaching Writing in Diverse Classrooms, K-8: Research-based Practices Across the Curriculum Credits: 3
- EDUC 381 - Literacy, Language, and Culture Credits: 3

Electives in Reading (choose two courses)

- EDUC 408 - Teaching Read Stds w/Spec Needs Credits: 3
- EDUC 440 - Current Trends in Reading Credits: 3
- EDUC 441 - Young Adult Literature Credits: 3
- EDUC 442 - Advanced Children's Literature Credits: 3
- EDUC 480 - Diversity in Children's Literature Credits: 3
With no more than one course selected from:
- ENG 105 - Introduction to Literature Credits: 3
- ENG 255 - Introduction to British Literary History Credits: 3
- ENG 265 - Introduction to American Literary History Credits: 3
- ENG 330 - Ethnic Literature in America Credits: 3

Secondary Education Licensure Minor

27 hours; C or better required in all classes; 2.75 minor GPA required

The candidate who desires to become a secondary school teacher (Grades 5-12) will complete the following program requirements contributing to a Bachelor of Science. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned.

Candidates completing this program minor will be required to complete field experiences in Block 1 and Block 2 of their programs in the completion of this minor program and in fulfillment of licensing requirements under the Revision to Educator Preparation and Accountability (REPA) Indiana statute.

Course Requirements (27 hours)

- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 221 - Diversity and Equity in Education Credits: 3

Gateway 1: Admission to Exploration Phase of Teacher Education

- EDUC 283 - Explorations in Secondary Education Credits: 3

Gateway 2: Admission to Analysis Phase of Teacher Education

- EDUC 383 - Secondary Analysis of Curriculum and Pedagogy Credits: 3
- EDUC 384 - Advanced Clinical Experiences in Secondary Schools Credits: 3

Gateway 3: Admission to Synthesis Phase of Teacher Education

- EDUC 439 - Classroom Management through Data-based Decision Making Credits: 3
- EDUC 473 - Supervised Student Teaching in Secondary or P-12 Education Credits: 3-9 (must be taken for 9 hours)

Special Education Minor

24 hours; C or better required in all classes; 2.75 minor GPA required

The program allows a teaching candidate to add exceptional needs mild intervention content area minor in conjunction with an early childhood education, elementary education, or a middle/high school content area teaching major.

Required Core Coursework (15 hours)

- EDUC 206 - Introduction to Exceptionalities Credits: 3
- EDUC 315 - Management for Students with Exceptional Needs Credits: 3
- EDUC 408 - Teaching Reading Standards with Special Needs Credits: 3
- EDUC 411 - Legal and Contemporary Issues Related to Exceptional Needs Credits: 3
- EDUC 412 - Evaluation and Exceptionality: Assessment, Interpretation and Instructional Design Credits: 3

Developmental Focus - choose one area:

Early Childhood (9 hours)

- EDUC 413 - Exceptional Needs Instructional Strategies I Credits: 3
- EDUC 421 - Exceptional Needs Practicum I: Elementary Credits: 3
- EDUC 359 - Practicum Topics in Early Childhood Education Credits: 1-3 (take as 3 hours)

Elementary (9 hours)

- EDUC 413 - Exceptional Needs Instructional Strategies I Credits: 3
- EDUC 421 - Exceptional Needs Practicum I: Elementary Credits: 3
- EDUC 423 - Collaborative Partnerships Credits: 3

Secondary (9 hours)

- EDUC 418 - Exceptional Needs Instructional Strategies II Credits: 3
- EDUC 422 - Exceptional Needs Practicum II: Secondary Credits: 3
- EDUC 423 - Collaborative Partnerships Credits: 3

Early Childhood Education Major, A.A./A.S.

Early Childhood Education

The University of Southern Indiana offers both bachelor's and associate's degree programs to prepare teachers of young children.

Associate Degree – Early Childhood Education

The Early Childhood Education associate degree requires a grade of C or better in all courses applied toward degree requirements, a 2.50 cumulative GPA, and a 2.50 major GPA.

The Associate of Science/Associate of Arts degree in early childhood education is a program designed to give prospective preschool teachers and child care workers the understanding in child development and the practical experiences needed to work effectively with young children. Students who complete this program will be prepared for employment in public school child care facilities, and other child care facilities such as day care centers, day care homes, private and cooperative nursery schools, church-affiliated programs, and Head Start classrooms. Students completing the associate degree also would be eligible to apply many of the completed courses toward a bachelor's degree in early childhood education or elementary education.

Early Childhood Education – Associate Degree Requirements

University Core Curriculum Courses (24-26 hours)

A. The Mind: Enhancement of Cognitive Development (9 hours)

A1. Composition and Speech 9 hours

B. The Self: Enhancement of Individual Development (5-6 hours)

Select two Categories:

B1. Ethics 3 hours

B2. The Arts 3 hours

B3. Health/Fitness 2 hours

C. The World: Enhancement of Cultural and Natural Awareness (9-10 hours)

Select three Categories:

C1. History 3 hours

C2. Individual Development/Social Behavior 3 hours

(EDUC 221 is required in professional education)

C3. Science 3-4 hours

C4. Western Culture 3 hours

C5. Global Communities 3 hours

Professional Education (39 hours)

C or better and 2.50 major GPA required

- EDUC 203 - Introduction to Children's Literature Credits: 3
- EDUC 221 - Diversity and Equity in Education Credits: 3
- EDUC 241 - Early Childhood Education Credits: 3
- EDUC 242 - Growth and Development: Early Childhood Credits: 3
- EDUC 246 - Language and Literacy in the Early Years Credits: 3
- EDUC 255 - Growth and Development: Infants and Toddlers Credits: 3
- EDUC 256 - Guidance of Young Children Credits: 3
- EDUC 261 - Special Needs: Early Childhood Education Credits: 3
- EDUC 272 - Health, Safety, Nutrition for the Young Child Credits: 3
- EDUC 344 - Family, School, Community Partnerships Credits: 3
- EDUC 351 - Music, Movement, Play, and Expressive Arts Credits: 3
- EDUC 355 - Practicum in Early Childhood Education Credits: 3
- EDUC 386 - Early Childhood Curriculum and Instruction Credits: 3

Specialty Electives (Optional)

Consult with an early childhood advisor to select courses; C or better required.

- EDUC 285 - Early Childhood: Program Administration Credits: 3
- EDUC 340 - Special Topics in Early Childhood Education Credits: 1-3
- EDUC 348 - School-Age Child Care Credits: 3
- EDUC 359 - Practicum Topics in Early Childhood Education Credits: 1-3

Division of Outreach and Engagement

www.usi.edu/outreach

Dr. Mark C. Bernhard, Associate Provost

Lee Ann Shafer, M.S. Ed., Academic Program Manager/BGS Advisor

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree program is designed to serve adult students (age 25 or older) who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices. For additional information, contact Outreach & Engagement at 812/464-1863 or visit www.usi.edu/extserv/academic/bgs.asp.

Requirements for the degree

- All University general admission requirements, academic policies, and academic standards for other baccalaureate degree programs apply to the BGS program.
- All students seeking the degree Bachelor of General Studies must fulfill University Core Curriculum requirements. Core Curriculum requirements are listed elsewhere in this bulletin.
- At least 30 hours must be at the upper division (300-400) level.
- A minimum of 30 hours of credit toward the degree must be earned at USI.
- At least 21 hours of credit must be earned through coursework after the student has been admitted to the BGS program.
- Students seeking admission to the BGS program should make application to the USI Office of Admission. Following acceptance to the University, a second, separate application must be made to the BGS program. A personal interview is required prior to admission to the BGS program.
- Up to six hours of credit may be earned through an occupational experience (BGS 490 General Studies Internship). The internship must occur after admission to the program.
- Individualized Studies Option: BGS students who select the individualized studies option will work closely with an advisor to design a program of study to meet individual educational and career objectives. This flexible program enables students to create their own “major,” utilizing courses from two or more academic disciplines. Previous hours earned at other institutions will be evaluated according to USI transfer policies.
- Applied Studies Option: This option is for students who have completed a formal associate degree program or have considerable college credit.
- Up to 60 hours may be transferred from associate degree programs, depending on the transferability of specific courses or programs. For technical degrees and/or certificates, credit may be awarded as a block (not a recognition of individual courses for transfer). The amount of credit awarded will be determined by the BGS committee, but may not exceed 45 hours.
- A 30-hour interdisciplinary concentration must be selected from a list of approved programs. Those currently approved include information technology studies and organizational communication studies.

Applied Studies Option for Graduates of Apprenticeships in Selected Building Trades

Through a partnership with the Indiana building trades apprenticeship and training programs and Ivy Tech Community College, the USI Bachelor of General Studies Program recognizes the technical training and the Associate of Applied Science (AAS) degree as a significant milestone toward the bachelor’s degree. Prospective students who have completed an apprenticeship program in selected building trades and hold an AAS from Ivy Tech are eligible to pursue the Applied Studies option with a concentration in Technical Supervision and Leadership or Business Development. In addition to the required courses for one of the following concentrations, students must complete all USI Core Curriculum requirements even if meeting the requirements means the student graduates with more than the minimum hours required for a baccalaureate degree. Students are encouraged to work closely with the BGS advisor to avoid duplication of coursework.

Applied Studies Major, Business Development, B.G.S.

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree program is designed to serve adult students (age 25 or older) who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices. All BGS students must complete a set of requirements for the degree.

Applied Studies Option for Graduates of Apprenticeships in Selected Building Trades

Through a partnership with the Indiana building trades apprenticeship and training programs and Ivy Tech Community College, the USI Bachelor of General Studies Program recognizes the technical training and the Associate of Applied Science (AAS) degree as a significant milestone toward the bachelor's degree. Prospective students who have completed an apprenticeship program in selected building trades and hold an AAS from Ivy Tech are eligible to pursue the Applied Studies option with a concentration in Technical Supervision and Leadership or Business Development. In addition to the required courses for one of the following concentrations, students must complete all USI Core Curriculum requirements even if meeting the requirements means the student graduates with more than the minimum hours required for a baccalaureate degree. Students are encouraged to work closely with the BGS advisor to avoid duplication of coursework.

Business Development Concentration

Required Courses (39 hours)

- ACCT 201 - Accounting Principles I Credits: 3
- BLAW 263 - Legal Environment of Business Credits: 3
- BLAW 363 - Law for the Entrepreneur Credits: 3
- CMST 204 - Business and Professional Communication Credits: 3
- CMST 314 - Organizational Communication Credits: 3
- MKTG 201 - Introduction to Marketing Credits: 3
- MKTG 313 - Services Marketing Credits: 3
- MKTG 342 - Business and Industrial Marketing Credits: 3
- MNGT 201 - Survey of Management Credits: 3
- MNGT 354 - Strategic Entrepreneurship Credits: 3
- MNGT 361 - Business Environmental Factors Credits: 3 or
- MNGT 341 - Human Resource Management Credits: 3 or
- MNGT 408 - Collective Bargaining and Industrial Relations Credits: 3
- MKTG or MNGT 300-400 directed elective Credits: 3
- ECON 300-400 level directed elective Credits: 3

Applied Studies Major, Communication Studies, B.G.S.

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree program is designed to serve adult students (age 25 or older) who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices. All BGS students must complete a set of requirements for the degree.

Communication Studies Concentration (30 hours)

- CMST 101 - Introduction to Public Speaking Credits: 3 or
- CMST 107 - Introduction to Interpersonal Communication Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3

- MNGT 141 - Introduction to Business Credits: 3
- BCOM 231 - Business Communication Credits: 3
- MNGT 201 - Survey of Management Credits: 3
- CMST 312 - Interview:Prin/Practices Credits: 3
- CMST 314 - Organizational Communication Credits: 3
- CMST 420 - Seminar in Organizational Communication Credits: 3
- Select 6 hours of upper-level (300-400) advisor approved electives Credits: 6

Applied Studies Major, Information Technology Studies, B.G.S.

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree program is designed to serve adult students (age 25 or older) who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices. All BGS students must complete a set of requirements for the degree.

Information Technology Concentration

Required Courses (30 hours)

- CS 111 - Introduction to Programming Logic Credits: 3
- CIS 151 - Computer Applications in Business Credits: 3
- CIS 261 - Advanced Microcomputer Applications Credits: 3
- CIS 305 - Management Information Systems Credits: 3
- ACCT 201 - Accounting Principles I Credits: 3
- BCOM 231 - Business Communication Credits: 3
- Directed electives, 300/400 level Credits: 6

Programming language (6 hours)

Complete one programming language sequence:

- CS 201 - Introduction to Object-Oriented Programming Using Java Credits: 3 and
- CS 301 - Advanced Object-Oriented Programming Using Java Credits: 3
- CS 276 - COBOL Programming I Credits: 3 and
- CS 376 - COBOL Programming II Credits: 3

Applied Studies Major, Technical Supervision & Leadership, B.G.S.

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree program is designed to serve adult students (age 25 or older) who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices. All BGS students must complete a set of requirements for the degree.

Applied Studies Option for Graduates of Apprenticeships in Selected Building Trades

Through a partnership with the Indiana building trades apprenticeship and training programs and Ivy Tech Community College, the USI Bachelor of General Studies Program recognizes the technical training and the Associate of Applied Science (AAS) degree as a significant milestone toward the bachelor's degree. Prospective students who have completed an apprenticeship program in selected building trades and hold an AAS from Ivy Tech are eligible to pursue the Applied Studies option with a

concentration in Technical Supervision and Leadership or Business Development. In addition to the required courses for one of the following concentrations, students must complete all USI Core Curriculum requirements even if meeting the requirements means the student graduates with more than the minimum hours required for a baccalaureate degree. Students are encouraged to work closely with the BGS advisor to avoid duplication of coursework.

Technical Supervision and Leadership Concentration

Required Courses (44-46 hours)

- MATH 111 - College Algebra Credits: 4 and MATH 112 - Trigonometry Credits: 3
or
- MATH 118 - Comprehensive Pre-Calculus Credits: 5
- CIS 151 - Computer Applications in Business Credits: 3
- ENGR 103 - Principles of Problem Solving Credits: 3 (Co-req [MATH 111 & MATH 112] or MATH 118)
- ENGR 104 - Applied Problem Solving Credits: 3
- TECH 275 - Safety in Manufacturing Credits: 3
- MNGT 201 - Survey of Management Credits: 3
- MNGT 315 - Management of Organizational Behavior Credits: 3
- CMST 312 - Interviewing Principles and Practice Credits: 3
- CMST 314 - Organizational Communication Credits: 3
- ENGR 482 - Engineering Organization and Management Credits: 3
- MNGT 361 - Business Environmental Factors Credits: 3 or
- MNGT 341 - Human Resource Management Credits: 3 or
- MNGT 408 - Collective Bargaining and Industrial Relations Credits: 3
- BGS 490 - General Studies Internship Credits: 1-6 (6 hour internship required)
- Directed Elective 300-400 level Credits: 3

Individual Studies Major, B.G.S.

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree program is designed to serve adult students (age 25 or older) who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices. All BGS students must complete a set of requirements for the degree.

Individualized Study Option

BGS students who select the individualized studies option will work closely with an advisor to design a program of study to meet individual educational and career objectives. This flexible program enables students to create their own “major,” utilizing courses from two or more academic disciplines. Previous hours earned at other institutions will be evaluated according to USI transfer policies.

Military Science Minor

24 hours

In conjunction with the Army ROTC program, the Military Science minor offers students an opportunity to obtain a commission as a Second Lieutenant in the US Army. Students coming from a Junior ROTC program, or who are a member of the Indiana National Guard or US Army Reserve may choose to pursue the military science minor, but the program is also available to students without prior military service.

Introduction Basic (6 hours)

Students with prior military service should submit their DD-214 to the Office of the Registrar for evaluation. If credit is awarded, up to six hours general electives will apply toward the military science minor's six hour introduction requirement.

- MS 101 - Fundamental Military Concepts Credits: 1
- MS 102 - Basic Leadership Credits: 1
- MS 201 - Advanced Leadership and Management Credits: 2
- MS 202 - Leadership, Tactics and Officership Credits: 2

Required Core (12 hours)

- MS 301 - Small Unit Leadership Credits: 3
- MS 302 - Small Unit Operations Credits: 3
- MS 401 - Leadership, Management, and Ethics Credits: 3
- MS 402 - Transition to Lieutenant Credits: 3

Electives (6 hours)

Choose One Course (3 hours)

- MS 241 - U.S. Military History I (1740-1900) Credits: 3
- MS 242 - U.S. Military History II (1900-Present) Credits: 3
- HIST 303 - The American Revolution, 1740-1787 Credits: 3
- HIST 305 - Civil War America, 1848-1877 Credits: 3
- HIST 307 - The United States and World War, 1914-1945 Credits: 3
- HIST 348 - Europe, 1648 through Napoleon Credits: 3

Choose One Course (3 hours)

- 100-200 level POLS elective
- POLS 271 - International Politics Credits: 3
- POLS 305 - State and Local Government Credits: 3
- POLS 361 - Intergovernmental Relations in the United States Credits: 3
- POLS 371 - The United Nations Credits: 3
(or other course approved by military science advisor)

Reserve Officers Training Corps (ROTC)

The ROTC program builds students' leadership expertise, communication and decision-making skills, as well as self-confidence, all of which can be applied immediately while still in college or upon graduation from college. The leadership and management skills taught in ROTC are in high demand in the civilian market as well as in the military.

Instruction and training given both in the classroom and at Army installations range from strategic studies to tactical exercises and include subjects from air-land battle doctrine to rappelling, marksmanship, military history, and operational considerations. New lieutenants have options for the job (branch) in which they will work. Educational delays may be requested for graduate school in medical fields and in law. All grades received for Military Science courses are included in cumulative grade point ratios.

For more information call 812/461-5304 or 812/461-5302.

University Division

www.usi.edu/uni_div

Shelly Blunt, Ph.D., Interim Assistant Provost for Academic Affairs

Michael “Brody” Broshears, M.S., Director of University Division

The mission of University Division is to facilitate USI students’ academic success by helping students build a solid foundation for their college careers. University Division coordinates a variety of academic programs and services, including academic support services for all USI students and academic advising for students without a declared major or classified as non-degree seeking, guest, high school agreement, or conditionally admitted. The Division comprises University Division Advising, Academic Skills, and Student Support Services. For additional information visit www.usi.edu/Uni_Div/index.asp.

University Division Advising

The mission of University Division Advising is to provide academic services that enhance the connection between students and the University. Students who are undecided about a major enroll temporarily in University Division instead of enrolling in an academic major. University Division academic advisors offer guidance to those uncertain about their educational, career, and lifelong goals. Located in Education Center Room 1142, advisors are available to students 8 a.m. to 4:30 p.m., Monday through Friday. Call 812/465-1606.

Students are encouraged to declare an academic major as soon as possible. Students must declare a major before the first semester of their junior year. Transferring from University Division to an academic department can occur at any time during the exploratory period. However, some departments or programs may have additional requirements students must meet before declaration can be made.

Regular academic advising is particularly important for the long-term academic success of students currently exploring multiple career options. Therefore, all University Division students are required to see an academic advisor prior to registration each semester. Students in University Division receive specialized academic advising and are encouraged to participate in one or more career exploration experiences offered on campus. These services include individual career counseling through University Division Advisors, the GENS 111 Career Planning course, Career Cruising (an online career guidance and planning system), and other resources, i.e. -- Strong Interest Inventory (SII), personality types (MBTI) and Indiana Career Explorer (ICE).

Like all baccalaureate degree-seeking students, University Division students spend much of their first four semesters completing University Core Curriculum courses, the nucleus of a liberal arts education. These courses help students become better problem solvers, better citizens, and more thoughtful human beings. These requirements and the special academic advice that University Division students receive establish a strong foundation for advanced study and encourage students to use their curiosity and enthusiasm to inquire into many realms of knowledge. University Division seeks to help students become more flexible, to see relationships among disciplines of study, and to develop the basis for lifelong learning and work.

Conditionally admitted students meet regularly with University Division advisors and take an academic support course (UNIV 101 - Freshman Seminar) to help them make a successful transition from secondary education to university work.

Academic Skills

The mission of Academic Skills is to enhance student success and the educational process at USI by providing academic support services through classes and a variety of learning assistance programs. Located in the Education Center, Room 1111, office hours during the fall and spring semesters are Monday through Thursday, 8 a.m. to 6 p.m., and Friday from 8 a.m. to 4:30 p.m. Peer tutoring is available at no cost to students. Check with the department for current tutoring schedules.

Placement Testing

Academic Skills administers math, foreign language, reading, and writing placement tests. Any required placement testing must be completed prior to advising and registration. Photo identification is required to test. Appointments are not necessary but can be scheduled by contacting Academic Skills at 812/464-1743 between the hours of 8 a.m. and 4:30 p.m., Monday through Friday. Students with disabilities requesting special accommodations must be registered with the Counseling Center, 812/464-1867, at least two weeks prior to scheduling an appointment for placement testing.

Math, reading, and writing placements are mandatory and GENS coursework should be completed by the end of the first year. Credit hours for all these courses count toward a student’s full-time status, but not all of the classes offer academic credits. However, these courses save time, academic standing, and financial aid, all of which can be jeopardized if students try to advance to courses for which they are not prepared. For additional information on placement and testing, see page 12.

Tutoring

Academic Skills strives to provide the best services possible to help students succeed. Tutoring is available in a variety of subjects including accounting, biology, chemistry, economics, finance, geology, history, mathematics, modern languages, physics, psychology, sociology, study skills, and writing. All peer tutors complete a comprehensive training program. The mathematics, study skills, and writing tutors are all certified by the College Reading and Learning Association. No appointment is needed for most tutoring, although appointments are available with academic coaches and writing consultants. Students interested in becoming tutors should visit Academic Skills for more information.

Supplemental Instruction (SI)

SI is an academic support program that provides regularly scheduled, out-of-class review sessions to all students in a variety of courses. Facilitated by an SI leader (a student who has previously completed the course), the sessions provide an informal environment to review notes, discuss readings, and prepare for exams. By participating in SI study sessions, students can improve grades while learning effective study strategies that make efficient use of their study time, and, at the same time, make friends who also have strong academic goals.

Success Series Workshops

Success Series workshops are free 45-minute interactive workshops that focus on skills for mastering college-level course work and strategies for lifelong learning. Offered in the Education Center, Success Series workshops cover a wide variety of study strategies including note taking, test anxiety, time management, major/career exploration, and goal setting.

General Studies (GENS) Classes

University Division offers general studies (GENS) courses designed to prepare and enhance students' ability to meet the demands of college-level work.

Office of Graduate Studies

www.usi.edu/graduatestudies; 812/465-7015

The Office of Graduate Studies, located on the first floor of the Orr Center (OC 1060), serves graduate students and graduate faculty whose primary goals are the advancement of scholarship, research, and creative activity. It is through the encouragement and support of these goals that the institution contributes to the development of knowledge and the professional preparation of its graduate students.

Face-to-face, distance, and hybrid instruction through formal directed study, seminars, and independent research provides graduate students with ample opportunities to acquire advanced knowledge. Programs are designed to improve the students' professional and scholarly abilities.

The primary responsibilities of the Office of Graduate Studies are to maintain and enhance the quality of graduate programs and to facilitate research and creative activity. The University Graduate Council, the legislative and administrative body for graduate programs of the University, sets policies and regulations governing graduate work. The University Graduate Council in conjunction with the college-level graduate councils conduct the business of the faculty having to do specifically with graduate education, including development, direction, and implementation of graduate programs.

Accreditation and Affiliation

The University is approved to offer the Doctor of Nursing Practice and master's level degrees by the North Central Association of Colleges and Schools (NCA), 30 North LaSalle, Suite 2400, Chicago, Illinois 60602, telephone 312/263-0456, and is a member of the Council of Graduate Schools and the Midwestern Association of Graduate Schools.

Graduate Degrees

The University has authorization to confer the following graduate degrees: Doctor of Nursing Practice, Master of Arts in Communication, Master of Arts in Liberal Studies, Master of Business Administration, Master of Health Administration, Master of Public Administration, Master of Science in Accountancy, Master of Science in Education, Master of Science in Industrial Management, Master of Science in Nursing, Master of Science in Occupational Therapy, and Master of Social Work.

Graduate Academic Fields

Business	Nursing and Health Professions	Science, Engineering, and Education
Business Administration	Acute Care Nurse Practitioner	Industrial Management
Liberal Arts	Family Nurse Practitioner	Elementary Education
Communication	Health Administration	Secondary Education
Liberal Studies	Nursing Educator	Educational Leadership
Public Administration	Nursing Management & Leadership	Post-baccalaureate certificate
Social Work	Occupational Therapy	Health Professions Education
		Health Professions Management

Admission

Admission to Graduate Studies

All requests concerning admission to graduate study should be addressed to the following office:

Office of Graduate Studies
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712

812/465-7015
Email: gssr@usi.edu
Web site: www.usi.edu/graduatestudies/

Application for admission must be made using the online form or official application forms provided by the Office of Graduate Studies. All application credentials become the property of the University and are not returned to the student.

Initial Steps by Applicants

A student seeking admission to graduate study must submit the following materials to the Office of Graduate Studies.

- All requested application materials, including a completed application form available online at www.usi.edu/graduatestudies/admission-to-graduate-programs, accompanied by a \$40 non-refundable one-time graduate application fee made payable to USI, at least one month prior to entry date sought. Some programs require an earlier submission date.
- One official transcript from each undergraduate and graduate institution attended (any schools other than USI). Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will impede admission. Coursework from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- All other admission credentials required by the particular program for which admission is sought.

Regular Admission Requirements

The following standards have been established for regular admission to a program of graduate study leading to the master's degree.

- Graduation with a bachelor's degree with a minimum cumulative grade point average (GPA) of 2.5 (Some programs have a higher admission standard. Check the specific program description) from a college or university accredited by the North Central Association of Colleges and Schools or a comparable association.
- A minimum grade-point average of 3.0 in all courses taken at the graduate level at all schools attended.
- An undergraduate record that provides adequate preparation to begin graduate study.
- Satisfactory performance on the Graduate Record Examination, PRAXIS test, or Graduate Management Admissions Test when required.
- Any other requirements for admission that have been established and approved by the University Graduate Council.

Conditional Admission

Admission to graduate study on a conditional basis may be granted. One or more of the following factors may be involved when conditional admission is granted

- A student who has undergraduate deficiencies in the area in which graduate work is desired may be granted conditional admission to graduate study. Undergraduate work needed to make up deficiencies may be a necessary part of the student's program. Such work will not carry graduate credit, nor will it count as credit toward a graduate degree. In general, graduate-level courses taken to make up deficiencies will not apply toward the minimum number of hours required for the degree.
- University seniors who qualify for enrollment in a limited amount of graduate work may be granted conditional admission.
- The student whose preparation, academic record, or program requirements do not merit regular admission may be granted conditional admission.
- Students admitted conditionally must receive a B average in their first six hours in the graduate program. A student admitted conditionally who earns an Incomplete in the first two courses must remove the Incomplete before enrolling in additional coursework.

Admission Requirements for International Students

International students are subject to all requirements for admission to graduate studies. Application for admission should be made at least six months prior to the date of anticipated enrollment. Admission credentials must include

- an application for admission;
- payment of the application fee; and
- official academic records.

Submit an official and certified course-by-course evaluation conducted by an international credential evaluation service of all academic records attesting to the completion of undergraduate and graduate work (if necessary) to the Office of Graduate Studies. The records should show a complete list of courses taken, grades received, and any diplomas or certificates earned. They should also state the number of credits awarded for each course or the number of hours of classroom, lecture, and laboratory for each course.

Transcripts and other educational records are official only if the issuing institution, government officer, or evaluation service sends them directly to the Office of Graduate Studies. Course work from one institution reported as transfer credit on the transcript of another institution does not constitute an official transcript.

Verification of English competency

English competency is established by achievement of a minimum score of 550 on the paper-based TOEFL (Test of English as a Foreign Language) or 79 on the Internet-based TOEFL or six on the IELTS (International English Language Testing System) test. All foreign-born applicants whose primary spoken language is not English must provide official test scores before being admitted; these scores must be less than two years old. Official test results should be sent to the Office of Graduate Studies at the time of application.

Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English are not required to demonstrate language proficiency. Information about the TOEFL administration dates and registration procedure may be obtained from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; telephone 609/771-7100. The web address is www.toefl.org.

Non-degree Status/Special Student Admission

Students who hold a bachelor's or higher degree from an accredited institution and wish to take graduate course work for credit may take up to six hours before they must be admitted to a program. Students wishing to apply for this status must submit necessary application credentials and the one-time non-refundable \$40 graduate application fee payable to USI and be approved for admission by the appropriate department/college and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of Graduate Studies, USI, 8600 University Boulevard, Evansville, IN 47712-3596. The Graduate Studies office must receive the transcripts by the end of the first semester the student is enrolled in graduate course work.

Special Student Guest Admission

A student in good standing in any regionally accredited graduate school who wishes to enroll in graduate courses for credit for the purpose of transferring this credit to his or her graduate school may be admitted under the category of Special Student Guest Admission. This admission is valid for only one semester or one summer term but may be renewed any number of times upon reapplication. Students wishing to apply for this status must submit necessary application credentials and the one-time non-refundable \$40 graduate application fee payable to USI and be approved for admission by the appropriate department/college and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of Graduate Studies, USI, 8600 University Boulevard, Evansville, IN 47712-3596.

The University assumes no responsibility for the transfer of graduate work to any other university. The student should ascertain transferability of credit with the degree-granting institution prior to enrolling at the University of Southern Indiana.

University Seniors

A senior student at the University with an overall GPA of 3.0 or higher who is enrolled in his/her last semester of undergraduate work may be granted conditional admission to enroll in a limited amount of graduate course work.

Residence Classification for Fee Purposes

In-state residence requires a bona fide permanent domicile in excess of 12 months. Holders of degrees from the University who at the time of graduation were residents of the State of Indiana shall, for the purpose of subsequent registrations in the University, be classified as residents of Indiana. Physical presence in Indiana for the predominant purpose of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence. The Office of Graduate Studies can answer questions regarding residence classification.

Students who are not residents of the State of Indiana must pay non-resident fees for on-campus study.

Graduate Financial Assistance

Student financial assistance includes scholarships, loans, assistantships, and student employment under the Work Study program.

Application for Financial Assistance

To have financial assistance processed in a timely manner and to be considered for all types of assistance, students must file the Free Application for Federal Student Aid (FAFSA) prior to March 10 proceeding the academic year for which aid is being requested. The academic year begins in fall and ends in summer.

While the Free Application for Federal Student Aid (FAFSA) covers fall through the following summer, summer aid requires special processing. The summer is the same length as a regular semester and has the same enrollment requirements. Half-time is a minimum of four credit hours. Stafford loans and many private loans require at least half-time enrollment.

A separate Stafford Loan request form is required for summer. Since eligibility for most programs depends on how much aid was used during the past academic year, it is recommended that students meet with their financial aid counselors to determine summer eligibility for financial assistance before summer registration.

Summer Work Study is available for both enrolled and non-enrolled students. Non-enrolled students must be registered for the upcoming fall semester. Students may work full-time during periods of non-enrollment but a percentage of earnings from these periods will be used to meet students' need in the upcoming academic year. Thus summer employment can reduce students' eligibility for certain programs during the academic year.

The Free Application for Federal Student Aid (FAFSA) is available online at www.fafsa.gov.

Write or call for more information.

Student Financial Assistance Office
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3597
www.usi.edu/finaid/
Email: finaid@usi.edu
812/464-1767
800/467-1965

Transfer Students

Students who have attended another college within a three-month period prior to enrolling at USI must have their records checked on the National Student Loan Data System by USI staff before aid may be disbursed. All transfer students must have final academic transcripts evaluated. Mid-year transfers can expect delays in Stafford Loan processing due to final transcripts arriving after the start of the semester.

Enrollment Status/Credit Level

To be considered a full-time graduate student for the purpose of receiving most financial aid requires that the student be enrolled in required graduate courses totaling at least eight credit hours during each semester including summer. A load of four credit hours of graduate course work during a semester is the minimum amount for consideration as a half-time graduate student.

NOTE: Assistance may be reduced for less than full-time enrollment. Assistance may be withdrawn for less than halftime enrollment. Only credits which are required for successful completion of the student's degree program may be counted in the determination of enrollment status. Students who receive aid for courses which are not required for graduation will be directed to repay all or a portion of such aid. Scholarship recipients are responsible for knowing and complying with the rules specific to each scholarship program.

Financial Responsibility

Students must be prepared to pay that portion of their tuition and fees not covered by financial aid. The Bursar's Office offers an installment payment plan that utilizes multiple payments during an extended time period. An additional processing fee is assessed.

Most types of aid will appear as a credit against tuition and fees on the bill sent prior to the start of classes. Some aid types, such as Work Study, require special procedures and will not appear on the tuition bill. Memo aid that appears on the bill, such as student loans, may be deducted from total tuition and fees. Students should contact their Student Financial Assistance counselor if they have questions about these procedures.

Satisfactory Academic Progress

A graduate student who receives financial assistance for attendance at the University of Southern Indiana must maintain satisfactory academic progress toward the achievement of his/her degree. While certain institutional scholarship and grant programs have more stringent requirements, this policy sets the minimum standards for evaluating satisfactory academic progress for graduate level federal and state financial assistance programs.

Enrollment in Graduate Program

Financial aid recipients must take only courses which apply to their graduate program. Prerequisite undergraduate courses do not count toward enrollment status for graduate level financial assistance. Students enrolled in pre-requisite classes may qualify for senior class (undergraduate level) Stafford Loan limits for a maximum of 12 months. In these special cases, the completion rate and minimum cumulative grade point average of this policy apply. Special students and guest students are not eligible for financial assistance.

Cumulative Grade Point Average

Financial aid recipients are required to maintain a minimum GPA as they progress toward achievement of their degree. Graduate and prerequisite students will be evaluated as follows:

- New prerequisite students must be taking only classes that are required prerequisites OR a combination of required prerequisite classes and graduate-level courses needed for the intended major. Courses must be approved by their graduate advisor and a copy of the approval must be submitted to the Student Financial Assistance office before the first term begins.
- New graduate students must be admitted to Graduate Studies in a specific degree program.
- Transfer graduate students must have minimum transfer GPA of 3.0 and be admitted to Graduate Studies in specific degree program.
- Continuing and readmission graduate students must have minimum USI graduate cumulative GPA of 3.0 and be in “good standing” as a graduate student in a specific major.
- NOTE: Certain courses (e.g., business courses numbered 501) do not automatically produce a graduate GPA. GPA from such courses will be manually calculated to determine financial aid eligibility.

Successful Completion Rate

Students’ overall successful completion rate is evaluated each semester. Students who have successfully completed a minimum of 67 percent of all attempted hours, and otherwise comply with the SAP policy, are considered to be making financial assistance satisfactory academic progress. Note that overall attempted hours include prerequisite hours required for the graduate program and transfer hours accepted into the graduate program.

Students whose overall successful completion rate falls below 67 percent will be placed on financial aid probation. Students placed on probation have one semester in which to establish a 67 percent successful completion rate for all courses appearing on the USI academic transcript. Failure to establish at least a 67 percent overall successful completion rate by the end of the probationary term will result in suspension of financial aid eligibility. Note: Courses in which a passing grade is earned are considered successfully completed. Courses in which a failing grade, no pass grade, incomplete, or withdrawal is assigned are not successfully completed.

Exceptions to the Completion Rate Rule

A student who receives financial assistance and fails to earn academic credit will have aid eligibility suspended at the end of the term. This includes students who withdraw from the term after receiving financial assistance.

Maximum time frame

Graduate students are limited to a maximum number of attempted credits (including transfer graduate credits and survey courses - e.g., business courses numbered 501) in pursuit of a master's degree. Federal regulations limit a student to 150 percent of the published time frame for a particular program. This limit imposes the following maximum attempted hours for the majors listed.

- Maximum Attempted Hours 49: Industrial Management; Liberal Studies; Accounting; and Secondary Education
- Maximum Attempted Hours 59: Elementary Education; Health Administration; Public Administration; Social Work advanced standing; Nursing Management & Leadership; Nursing Education; Clinical Nurse Specialist; and Occupational Therapy
- Maximum Attempted Hours 63: Acute Care Nurse Practitioner; Family Nurse Practitioner
- Maximum Attempted Hours 68: Business Administration
- Maximum Attempted Hours 92: Social Work—two-year and three-year

Students pursuing second and subsequent graduate degrees are limited to 120 attempted credits including credit given for prior graduate studies.

Transfer Credits

Graduate credits accepted by USI from other institutions will be used in both the completion rate and cumulative GPA evaluations. While the cumulative GPA will be determined by the registrar using only credits attempted at USI, credits transferred to USI will count as credits attempted and credits earned.

Incompletes and Course Repeats

Incomplete grades must be converted to a passing grade by the end of the following regular term (fall or spring). Incompletes which remain beyond the following term will be considered unsuccessful completion for financial aid purposes. Graduate courses in which the minimum grade requirement is not met may be repeated only one time for financial aid purposes. Each occurrence on the academic transcript of a repeated course counts toward the maximum attempted credit limit stated under "Successful Completion Rate."

Probation

Satisfactory academic progress will be evaluated at the end of the fall, spring, and summer. Probation with continuing financial assistance will be imposed for students who do not comply with this policy (except in cases of a one-term, zero percent completion rate in which case immediate suspension applies). Students placed on probation will have one semester to establish satisfactory academic progress.

Suspension

Students who fail to establish satisfactory academic progress after being placed on probation for one semester will have their financial aid eligibility suspended until they comply with this policy. (Note: A one-term successful completion rate of zero percent will also result in suspension.)

Mitigating Circumstances

If a student's failure to maintain satisfactory academic progress is a result of illness, family circumstances, or other conditions beyond the student's control, the student may appeal to the Financial Assistance Advisory Committee for a waiver of this policy. All such appeals must be submitted within 60 days of the end of the term in question and documentation by a third party (e.g. doctor, counselor, or attorney) will be required when applicable. Appeals should be sent to the following address:

Advisory and Appeals Committee
Student Financial Assistance
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712

Students will receive a written response to their appeal within 45 days. Appeals submitted less than 30 days prior to the start of a term for which assistance is desired may not be processed before tuition and fees are due. Students must be prepared to pay their tuition and fees pending the outcome of their appeal.

No financial assistance, including Stafford Loans, will be reinstated for prior terms in which the student was not in compliance with this policy.

Institutional Refund Policy for Financial Aid Recipients

This policy applies to students who withdraw from the semester, either officially or unofficially, or are administratively dismissed. Tuition and fee refunds for these students are determined according to the following policy:

1. The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at USI includes the following programs: unsubsidized Stafford loans, subsidized Stafford loans, Parent PLUS loans, Federal Pell Grants, Federal (FSEOG) Supplemental Educational Opportunity Grants, Academic Competitiveness Grants (ACG), and National S.M.A.R.T. Grants.
2. A student’s withdrawal date is the earlier of:
 - the date the student began the institution’s withdrawal process (as described in this bulletin) or officially notified the University’s registrar of intent to withdraw; or
 - the midpoint of the period for a student who leaves without notifying the institution; or
 - the student’s last date of attendance at a documented academically- related activity.
 - Note: Medical Withdrawals and the Return of Title IV Funds - Students who are granted medical withdrawal are treated in the same manner as students who withdraw from the college.
3. Refunds and the Return of Federal Funds
 - Refunds of tuition, campus service fees, parking fees, and special fees will be prorated on a weekly basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of tuition and fees to students or to non-federal entities after that point in time.
 - Refunds of room and board charges will be prorated on a per diem basis through the fourth week of the fall and spring semesters (eighth day of a summer session). There are no refunds of fall or summer room and board charges to students or to non-federal entities after that time. Exception: The Residence Life contract does not permit prorated housing refunds in the spring semester. Any student who withdraws in the spring semester is charged the full housing contract buy-out fee regardless of the date of withdrawal. Note: Residence Life may assess penalties and damage charges that could reduce the amount of the refund. Declining balance food plans are non-refundable.
 - Title IV federal aid is earned in a prorated manner on a per diem basis based on the semester calendar up to the 60 percent point in the semester or summer as a whole. Title IV federal aid is viewed as 100 percent earned after that point in time.
 - Students withdrawing by the close of business on the census date for a given term will receive a 100 percent refund minus room and board charges. In the fall and spring, the census date is the end of the first week of classes.
 - Refunds will be sent to students’ mailing (permanent) addresses following withdrawal. Adjusted bills will be sent to the students’ email addresses.
 - There are no refunds for incomplete independent study or distance education courses.
 - There are no room or board refunds for enrolled students withdrawing from the room or board plans after the fourth week of the semester (eighth day of a summer session).
 - Room and board charges will be adjusted for students enrolled in approved academic off-campus activities such as study abroad, internships, co-op placement, and field placement.
 - In accordance with federal regulations, when federal financial aid is involved, refunds are allocated in the following order: unsubsidized Stafford Loans, subsidized Stafford Loans, Parent PLUS loans, Federal Pell Grants, Federal SEOG, other Title IV federal assistance, other federal sources of aid, other state, private and institutional aid, and finally, the student. Note: Generally, all semester charges must have been paid in full at the time of withdrawal for a student to receive a refund.
4. The University’s responsibilities in regard to the return of Title IV funds
 - providing each federal financial aid recipient with the information given in this policy;
 - identifying students who are affected by this policy and completing the Return of Title IV Federal Funds calculation for those students; and
 - making required returns of Title IV federal funds that are due the Title IV programs.
5. The student’s responsibilities in regard to the return of Title IV funds
 - notifying the University’s registrar of intent to withdraw (must provide proof of identity);
 - following the University’s prescribed procedures for officially withdrawing from the semester; and
 - returning to the Title IV federal programs any funds that were disbursed directly to the student for which the student was determined to be ineligible.
6. Schedule Changes

Refunds of tuition and instructional fees resulting from a change in enrollment status (for example, from full-time to half-time) will be returned to the financial aid program(s) which originally paid the tuition/fees. Other refunds will be made by check to the student or other payee through the fourth week of the semester or eighth day of a summer session. Note: Student accounts which are not paid in full at the time of withdrawal may not receive a refund or may receive only a partial refund.
7. Excluded Charges

Charges that are excluded from refund calculations under this policy

- unpaid charges for the current semester or summer session;
 - institutional charges for prior terms;
 - housing deposits;
 - proprietary (Sodexo) declining balance food plans;
 - lab breakage fees (and other refundable deposits);
 - admission fees;
 - matriculation (orientation) fees;
 - textbooks;
 - charges for non-returnable supplies and equipment;
 - penalty charges such as parking, library, and video fines; and
 - late registration fees.
8. Non-Attendance Procedure
Students who receive financial aid and do not attend classes will be required to promptly repay all funds received. Non-attending recipients of student loans will have their loans cancelled and all disbursed loan amounts will be due and payable in full within 30 days. Failure to repay this debt will result in an adverse report on the student's credit history and eligibility to enroll at USI will be revoked.
9. Other Refunds
The University reserves the right to apply any refund due a student to the repayment of institutional loans or book charges.

Any notification of a withdrawal or cancellation of class schedule should be in writing, signed, and addressed to the University's Office of the Registrar. Cancellation of admission applications (prior to enrollment in classes) should be in writing, signed, and addressed to the University's director of Admission.

Disclaimer: The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time when required by changes in federal regulations. This policy reflects the University's good faith effort to interpret federal regulations that have a bearing on such matters.

General Eligibility Requirements for Federal Student Aid

To receive Federal Work Study and Stafford Loans, a student must meet the following general requirements and additional program-specific requirements.

- Demonstrate financial need (except for unsubsidized Stafford loans and graduate PLUS loans).
- Be a U.S. citizen or eligible noncitizen (for most programs) with a valid Social Security number (SSN).
- Be working toward a degree or certificate in an eligible program.
- Have a high school diploma or a General Educational Development (GED) certificate.
- Register (if you haven't already) with the Selective Service, if you are a male between the ages of 18 and 25.
- Maintain satisfactory academic progress.
- Not be in default on a Title IV or HEA student loan or owe a repayment of a Title IV or HEA grant received for attendance at any institution.
- Complete and submit all requested forms/documents (such as Verification) to the Office of Student Financial Assistance. Check your MyUSI to see what forms/documents have been requested.

Federal Financial Aid Programs

Federal Work Study (FWS)

Federal Stafford Loans (subsidized and/or unsubsidized interest)

Federal Graduate PLUS Loans (unsubsidized interest)

For more information, or to receive an application packet for financial assistance, contact

Student Financial Assistance
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3597
812/464-1767
Toll-free 800/467-1965
Email: finaid@usi.edu
Web: www.usi.edu/finaid/

University Scholarships, Grants, and Enrollment Reciprocity

Thanks to the Indiana Commission for Higher Education and the Kentucky Council on Higher Education, a reciprocal agreement between Kentucky and Indiana provides an opportunity for the residents of Daviess, Hancock, Henderson, and Union counties in Kentucky to attend the University of Southern Indiana while paying “in-state” tuition and fees. Students who begin a program under the Reciprocity Agreement will be permitted to complete the program after the agreement expires contingent upon continuous enrollment in all regular terms.

An eligible student

- must be accepted and enrolled at USI;
- may enroll in any undergraduate or graduate degree program;
- may enroll on a full-time or part-time basis;
- shall be subject to the same admission standards as resident students; and
- shall be assessed tuition and fees at resident student rates.

Child of Disabled or Deceased Veteran (CDV)

State universities in Indiana waive tuition and certain fees for children of a service-connected disabled or deceased veteran. The veteran must be classified as an Indiana veteran by the Indiana Department of Veterans Affairs and have received an honorable discharge. The student must be classified by USI as an Indiana resident for tuition purposes. USI waives applicable fees for a total of four years of study (124 credit hours) under the CDV program including study at other state universities. This benefit is available for both undergraduate and graduate study. See the CDV application for additional eligibility requirements.

Courses must be for college credit. Only the institutions listed on the application are eligible for this benefit. Eligibility is not limited by age of the applicant and can be used for undergraduate and graduate study; however tuition and regularly assessed fees for graduate students will only be paid at the undergraduate rates charged by the school.

Applications are available in the Student Financial Assistance Office and on the web at www.usi.edu. Applications must be certified by the Indiana Department of Veteran Affairs in Indianapolis.

Child of POW/MIA

State universities in Indiana waive all instructional fees for the child of any person who was a resident of Indiana at the time of entry into the U.S. Armed Forces and was classified as a prisoner of war (POW) or missing in action (MIA) after January 1, 1960. Eligible children must have been born before or during the time the parent served as a POW or was declared MIA. Contact the Student Financial Assistance Office for applications and information.

Child of Indiana Public Safety Officer Killed in the Line of Duty

State universities and colleges in Indiana waive tuition and certain fees for the children of Indiana public safety officers killed in the line of duty. The benefit is available for a maximum of 124 credit hours of study through age 23. This benefit may be used for undergraduate or graduate study; however, tuition waiver only pays at undergraduate rate. Full-time enrollment is required. Applications, program requirements and a complete list of public safety officers is available online at www.state.in.us/ssaci/2529.htm or you may contact your Student Financial Assistance counselor for more information. The FAFSA is required each year.

Graduate Assistantship

Students admitted to a graduate program and enrolled in a minimum of five graduate credit hours per semester may qualify for a limited number of graduate assistantships. In addition to pursuing a formal program of graduate study, a graduate assistant performs professional duties and assumes responsibilities commensurate with his/her educational background and experience. A graduate assistant receives a fee waiver and is paid wages for work performed. Applications are available in the Office of Graduate Studies.

Student Employment

In addition to Federal Work Study, the University employs students as part-time employees. Contact the Career Services and Placement Office in the Orr Center for information about non-Work Study student employment as well as off-campus opportunities.

Limitation on Participation

When institutional and/or state programs provide for payment of the same fees (e.g., tuition), the Student Financial Assistance Office will coordinate the assistance so that it does not exceed the charges that are to be paid. Tuition-specific financial aid may not be applied to other charges or refunded to students.

Disclaimer: The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time when required by changes in federal regulations. This policy reflects the University's good faith effort to interpret federal regulations that have a bearing on such matters.

Fees and Expenses

Refer to the Admission section of the bulletin for Fees and Expenses, including instructional fees (contingent, student services, and academic facilities fees), special fees, and the refund policy.

Academic Information and Policies

General Requirements

A graduate degree is awarded to a student upon completing an approved graduate curriculum, earning a specified minimum number of credit hours of graduate credit, and conforming to all rules and regulations of the Office of Graduate Studies. A comprehensive project or thesis may be required in some programs.

The degree requirements of certain programs may exceed those of the Office of Graduate Studies noted above. The student should contact the appropriate program director for information about specific program requirements.

Academic Year

The University's academic year includes two semesters and three summer sessions. The academic calendar is published for each term in the Schedule of Classes.

Regulations

The University reserves the right to amend or otherwise change the requirements regarding admission and to drop, add, or change the arrangement of courses, curricula, the requirements for retention, graduation, and degrees, and other regulations of the Office of Graduate Studies. Such regulations shall be effective whenever determined by the appropriate faculty and administrative bodies; they may govern both old and new students. The University Code of Conduct describing policies covering the general behavior of students is published in the Student Rights and Responsibilities section of this bulletin. It also is available from the Office of Student Life.

Enrollment and Registration

Registration for graduate work that is to be applied toward a degree requires a valid current admission to a graduate program. When all conditions for registration have been met, students can receive registration materials. Graduate students must consult with advisors and have courses approved. The registration process will take place as outlined in the Schedule of Classes for each semester or summer term.

Auditing Graduate Classes

Only appropriate undergraduate courses may be open for audit. Graduate courses are not appropriate for audit. No graduate course may be audited.

Student Load

A full-time course load for graduate students is eight hours of graduate course work. A half-time load is four to fewer than eight hours of graduate courses. A part-time load is fewer than four hours of graduate courses. The maximum number of hours in which a graduate student may enroll without permission is 12 hours. When exceptional situations prevail, a student may request permission to enroll for additional hours. Such permission must have the approval of the advisor, the program director, and the

director of Graduate Studies. The full-time course load of any combination of graduate and undergraduate courses during any semester including the combined summer sessions is 12 hours.

Enrollment Status for Financial Aid

See the section on Graduate Financial Assistance for enrollment minimums for eligibility for assistance.

Course Numbering System

Courses bearing the catalog number 500 or higher carry graduate credit. Courses numbered in the 500 series usually have 400-series counterparts that are open to undergraduate students. Excluding exceptional circumstances, courses numbered 600 and higher are open to graduate students only. Courses numbered 700 and higher are open to doctoral students only.

Residence, Transfer, and Extension Credit

The Office of Graduate Studies may accept for transfer as many as 12 credit hours of credit earned at other colleges and universities accredited for master's or higher-level study by the North Central Association of Colleges and Secondary Schools or a comparable regional accrediting association. The total average in such study must be B or above and no grade lower than B will be accepted. All transfer work must be approved in advance by the student's graduate advisor and by the director of Graduate Studies.

Within the Office of Graduate Studies limit, noted above, each graduate program determines the number of transfer hours acceptable. The Office of Graduate Studies will accept no more than those determined acceptable by the respective graduate program. The student must consult the appropriate graduate program director for such information. All transfer hours must be appropriate to the particular program in which the student is enrolled.

Correspondence study will not count toward a graduate degree at USI, and such credit cannot be transferred from another institution.

Progress toward the degree

During the period of study leading to the master's degree, a graduate student must show evidence of sound scholarship. The following standards must be met to retain good standing as a graduate student.

- Maintain a B average or better in all graduate work (higher GPA may be required in certain programs).
- Maintain continuous enrollment in graduate work. Any student admitted to graduate studies and to a graduate program who has not enrolled and received graduate credit for work at USI for a period of longer than one calendar year from his or her last enrollment must reapply to the program.
- Complete degree requirements, including a minimum of 30 hours of graduate credit, within seven years of enrollment in the first course(s) counting for degree credit in the program or retake or validate courses exceeding this time limit.

A student who fails to meet these standards or others specified by individual graduate programs may be placed on probation, suspended from graduate study, or dismissed from the University. The director of Graduate Studies and the Graduate Council will determine appeals of those decisions in such matters.

Retention

A student admitted to graduate study must maintain a grade average of B (3.0) or better in all graduate work. A student whose GPA drops below a 3.0 will be placed on probation and may be suspended from graduate study.

Probation and Dismissal Policy

The degree requirements of certain programs may exceed those of the Office of Graduate Studies. The student should contact the appropriate program director for information about specific program requirements.

- Graduate program GPA (GPGPA)* below 3.0
- Upon dropping to a GPGPA below 3.0, a student is placed on academic probation. The director of the student's graduate program is responsible for notifying the student of such action. A student may remain on probation for up to 12 credit hours of graduate work. If after these additional hours of graduate work have been completed the GPGPA is not 3.0 or above, the student shall be academically dismissed.

*Graduate Program GPA: A cumulative grade point average of all USI graduate courses taken (courses numbered 500 and higher) except graduate survey prerequisite courses in the MBA program.

- GPGPA below 2.5
- If the GPGPA drops below 2.5, a student shall be academically dismissed unless it is possible to bring the GPGPA up to 2.5 in no more than six additional hours of graduate work.
- Appeal Option
- A student who is academically dismissed may appeal that dismissal to the appropriate graduate faculty committee within his or her program of study. The reason for the appeal should be stated clearly in writing.

Interruption of Program

Any student admitted to a program of graduate study who has not been continuously enrolled and receiving graduate credit each semester of the academic year must apply for readmission in the Office of Graduate Studies. The student will be required to follow the regulations in effect at the time of readmission.

Time Limitation

In order to count toward a master's degree, course work must be completed within seven (7) years of a student's enrollment in the first course(s) counting for degree credit in the program. For the master of science in nursing and the doctorate in nursing practice degrees, coursework must be completed within five (5) years of the student's enrollment in the first course counting for degree credit in the program. For courses that exceed this time limit, students must either validate the previous credit or retake the course(s) to meet degree requirements. A faculty member identified by the director of the graduate program sets requirements needed for validation.

Validating Course Work

To validate a course that has exceeded the time limitation, the student requests a course validation petition form obtained from the director of the graduate program. The form is filed in the student's program office until the student completes the validation requirements. When the course has been validated, the graduate program director files the completed form with the Office of Graduate Studies and it becomes part of the student's permanent file.

Class Attendance

A student is expected to attend all classes. It is the responsibility of an instructor to inform the student of the consequences of absence from class. It is the responsibility of the student to keep instructors informed regarding absences from classes. A student who knows of necessary class absences should consult instructors prior to the absence. A student who misses classes is not excused from the obligations to instructors. Instructors are expected to provide the student with an opportunity to meet class commitments, when absences are for good and proper reasons. Further, instructors are expected to maintain attendance records and to report excessive absences to the Office of the Registrar.

Administrative Withdrawal for Non-Attendance

Students who are absent one-half or more of the class meetings of a full-semester length class without excuse during weeks two through four may be notified by letter to their mailing address of the possibility of their being administratively withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of a student (at mid-term) if the situation is not resolved. NOTE: Merely not attending a course does not automatically remove the course from a student's record. Students who do not accept the responsibility of completing an Add/Drop or Withdrawal From All Classes form jeopardize their record with the possibility of incurring an F in a course not properly dropped.

General Student Policies

Policies on student behavior, plagiarism, falsification of records, and other non-academic policies may be found in the Student Life section.

Grading

The following grading standards apply to graduate work.

Grade	Type of Graduate Work
A	Excellent
B+	Above average
B	Average
C+	Below average
C	Below average (minimal passing grade for graduate credit)
F	Failure

In computing scholastic averages, the following point ratios are used: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0. An average of at least 3.0 is required to remain in good standing. This is to be considered the minimum graduate program requirement and may be higher in specific programs.

In general, incomplete (IN) grades may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work – for instance, a final examination, a paper, or a term project – which may be completed without further class attendance, or to students who have unfinished theses or graduate research projects. Course instructors may, at the time the incomplete is given, place a time limit for removal of an incomplete grade. The instructor must submit to the Registrar's Office a statement describing the work to be completed by the student receiving an incomplete grade. In the event that the instructor from whom a student received an incomplete grade is not on campus, the disposition of a case involving an incomplete grade resides with the appropriate chair or dean.

An In Progress (IP) final grade is given in graduate project classes that require enrollment in the same class in successive semesters. An IP grade means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

A withdrawal (W) is given when a student officially drops or withdraws from a course during the automatic W period, or if the student officially drops/withdraws after the automatic W period and is passing at the time of the drop/withdrawal (refer to Schedule Changes). A W means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

Grade Point Average (GPA)

The grade point average is a numerical value which is obtained by dividing the number of grade points earned by the number of hours attempted. This average is computed at the end of each term, both for the term and on a cumulative basis. The grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points. No points are recorded for an F, although the hours attempted are included in the computations. No points are recorded for an S or U and the hours attempted are not included in the computations.

Course Repeat

Graduate courses taken at the University may not be replaced for possible GPA improvement. The grades received of all repeated courses will remain on the transcript and will be used for GPA computation.

Academic Grievance

If a student has a possible grievance with a faculty member, the procedures for filing a grievance are outlined in the student code of conduct in the Student's Rights and Responsibilities: A Code of Student Behavior section in this bulletin.

Elimination from a Program

Inappropriate professional conduct is grounds for termination of admission. Students may be eliminated from a graduate program "for cause" by the director of Graduate Studies on the basis of recommendation from the advisor, graduate committee (if one exists), and graduate program director. "For cause" includes professional judgment of the graduate faculty of the program involved and the director of Graduate Studies that the student does not meet the academic or professional standards required for a student earning a graduate degree in that area.

Workshop Credits

Individual degree programs set the number of credit hours earned in workshop courses applicable toward the master's degree. As a general rule, no more than eight credit hours of workshop credit will be accepted. The student's graduate program director and the Office of Graduate Studies must approve petitions for more than eight hours.

Graduation

Candidates for graduation must file with the Office of the Registrar a Formal Application for Graduation and a Diploma Form. If degree requirements will be completed in a spring or summer term, the forms should be submitted no later than October 1 of the preceding fall term. If degree requirements will be completed in the fall term, the forms should be submitted no later than March 1 of the preceding spring term. The Application for Graduation may be obtained at the office of the student's graduate program director. The Diploma Form is submitted online by visiting www.usi.edu/reg/diploma.asp. Timely submission of the Formal Application for Graduation and Diploma Form help ensure that degree candidates receive commencement mailings, appear in the printed commencement program, and will have a diploma ordered.

Petition Procedures

Students wishing to request an exception to any of the policies of the Office of Graduate Studies should contact that office for information about petition procedures.

Second Master's Degree

A student with a master's degree from an accredited institution may be admitted to a second master's degree program at USI. The appropriate graduate program director may accept up to 12 hours of credits, and in consultation with the student, will advise on the remaining hours of the program. The limitation of seven years (see Time Limitation) does apply on these remaining hours. All regular requirements for the master's degree program also must be met.

Library Fines

Library fines are assessed for overdue books.

Encumbrance

Students who have a financial obligation to the University will have their future registrations encumbered and their records, transcripts, and diploma will not be released until the obligation has been met.

Transcript Fee

There is no fee charged for transcripts of record issued.

Schedule Changes and Withdrawal from the Semester/Term

Students who wish to alter their original schedule, whether by personal incentive or by school directive, must do so officially by the procedure outlined below. **Students who do not assume this responsibility may jeopardize their record with the possibility of incurring an F in a course not properly dropped and/or not receiving credit in a course improperly added. Merely not attending a course does not automatically remove the course from the student's record.**

Refer to the Undergraduate Academic Information and Policies section of the bulletin for information on Schedule Changes and Withdrawals.

School Administration and Leadership

812/465-7148

Program Overview

University of Southern Indiana's program in educational leadership prepares educators to serve as building administrators in P-12 schools. The program addresses a regional need to increase the number of individuals qualified to serve as principals. Data

compiled for the Indiana Principal Leadership Academy (May 2001) by the Indiana Department of Education, the Indiana Professional Standards Board, and the Indiana School Boards Association indicate a shortage of qualified persons for this role.

By completing the educational leadership program, teachers enhance their credentials so they can assume the challenging and rewarding responsibilities of a principalship. They position themselves to work with and have a greater impact on all members of the education community – fellow educators, students, parents, community leaders, and policy makers.

The USI Department of Teacher Education worked with area school administrators to design a top-quality educational program that incorporates the Indiana Professional Standards Board standards for building administrators. The curriculum combines classroom learning with field experiences to give prospective building administrators an understanding of theory and application in the school setting.

Admission Requirements

Admission is a two-step process. Students must be admitted to USI Graduate Studies and then be accepted into the building-level administrator's program. Cohort groups of candidates begin the program in the fall. The program can be completed in 15 months with candidates taking two courses in the fall semester, two in the spring semester, three during the summer session, and the culminating internship in the final fall semester.

Admission requirements for those who have an earned master's degree:

- Must have a cumulative GPA of 3.2 on graduate course work, two years of teaching experience, and a valid teaching license; and
- obtain admission to graduate school through the USI Office of Graduate Studies.

Admission requirements for those who do not have a master's degree:

- Must have a cumulative GPA of 3.0 on undergraduate course work;
- show evidence of two years of teaching experience;
- obtain admission to graduate school through the USI Office of Graduate Studies; and
- sign an agreement of understanding regarding the requirements for administrative licensure.

Curriculum

The program includes the following eight courses for a total of 24 hours.

- EDUC 681 - Foundations of Principalship Credits: 3
- EDUC 682 - Issues in Educational Leadership Credits: 3
- EDUC 683 - Leadership in the Principalship Credits: 3
- EDUC 684 - Legal Aspects of School Administration Credits: 3
- EDUC 685 - Curriculum and Learning for Educational Leaders Credits: 3
- EDUC 686 - Management of Human Resources in the Principalship Credits: 3
- EDUC 688 - Internship for School Leaders Credits: 3
- EDUC 689 - Special Topics in Educational Leadership Credits: 3

Doctor of Nursing Practice, Advanced Nursing Practice

Doctor of Nursing Practice

The College of Nursing and Health Profession's commitment to quality nursing education and responsiveness to regional and national healthcare needs serve as the foundation for our Doctor of Nursing Practice (DNP) program. This practice-focused doctorate will prepare nurses in multiple roles to make contributions to healthcare and nursing through scholarly practice, healthcare leadership, and nursing education. Course content builds upon the master's degree and includes a minimum of an additional 36 hours. The curriculum consists of a two-year (full-time) or three-year (part-time) plan of study for doctoral level coursework which will culminate in the completion of an evidence-based capstone project.

Program Objectives

The Doctor of Nursing Practice (DNP) prepares experts in advanced nursing with emphasis placed on innovative, evidence-based practice that reflects the application of credible research findings. The expanded knowledge base in nursing will broaden

the DNP graduate's ability to translate that knowledge quickly and effectively to benefit patients, to improve outcomes, and to contribute to the profession.

Upon completion of this program, the DNP graduate will be able to:

- Integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, educational, and organizational sciences as the basis for the highest level of nursing practice.
- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based upon scientific findings in nursing science, clinical sciences, and organizational, political, and economic sciences.
- Use analytic methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.
- Serve as a leader in the development and implementation of institutional, local, state, federal, and international health policy.
- Advocate for the patients and the nursing profession within government, business, education, and healthcare communities.
- Collaborate with interprofessional teams to analyze complex practice and organizational issues in leading change to improve patient, population, and system health outcomes.
- Analyze epidemiological, bio-statistical, environmental, and other scientific data related to individual, aggregate, and population health.
- Integrate advanced level of judgment, systems thinking, and accountability in designing, teaching, delivering, and evaluating evidence-based care to improve patient and healthcare outcomes.

Admission Requirements

To be eligible for the Doctor of Nursing Practice (DNP) program, an applicant must have

- A master's degree in nursing from a nationally accredited school of nursing;
- A minimum graduate GPA of 3.25 on a 4.0 scale or the equivalent; and
- Satisfactory completion of a graduate course in research with grade of B or better.
- Applicants who seek admission to the DNP program must first achieve admission to the Office of Graduate Studies. Admission requires submission of the online application, application fee, and official transcripts to the Office of Graduate Studies. Applicants must submit the following items to the Graduate Nursing Office.
- A copy of unencumbered RN license(s)
- A resume/curriculum vitae
- Three professional references - a minimum of one reference should be from faculty in your graduate program
- A one- to two- page paper describing your practice experience and your professional goals. Include the area of nursing practice that you will concentrate on in this program.
- A one- to two-page description of a practice-related issue that will serve as the focus of your capstone project. Include the significance and impact of the project to nursing and healthcare.

Once admission to Graduate Studies is attained and all application materials have been received by the graduate nursing program, the applicant will be considered for admission to the DNP program. The application deadline is January 15 of each year. Admission to the DNP program is competitive. Faculty may request an interview with an applicant once all of the admission criteria as listed above have been met. Additional information about the DNP program and admission process may be found on the college web site at health.usi.edu.

DNP Curriculum

The DNP program requires a total of 78 graduate nursing semester hours. The student must have completed a masters degree in nursing to be eligible to enroll in the DNP program and may apply a maximum of 42 graduate credits toward the required 78 hours for the degree. Integrated practice hours within the curriculum will provide DNP students with learning opportunities to gain expertise in their area of specialization. The USI DNP curriculum is built upon three distinct areas of graduate nursing content as determined by the AACN Essentials document. The three content areas with the 36 hours of DNP courses are presented below.

Leadership and Organizational Systems Core Courses (15 Hours)

- NURS 721 - Systems Leadership and Interprofessional Collaboration Credits: 5
- NURS 724 - Healthcare Policy and Strategic Planning Credits: 3
- NURS 725 - Resource Utilization in Healthcare Credits: 4
- NURS 727 - Healthcare Technology and Informatics Credits: 3

Evidence-Based Practice Core Courses (9 Hours)

- NURS 713 - Theory and Practice Credits: 3
- NURS 715 - Analytical Methods for Population-Based Care Credits: 4
- NURS 717 - Cultural Diversity Credits: 2

Specialty Practice Courses (12 Hours)

- NURS 854 - Critical Appraisal of Practice I Credits: 3
- NURS 855 - Critical Appraisal of Practice II Credits: 3
- NURS 866 - Capstone Project I: Planning Credits: 1
- NURS 867 - Capstone Project II: Project Proposal Credits: 1

Two Year Plan of Study (Full Time)

First Year

Fall Semester (9 Hours)

- NURS 713 - Theory and Practice Credits: 3
- NURS 721 - Systems Leadership and Interprofessional Collaboration Credits: 5
- NURS 866 - Capstone Project I: Planning Credits: 1

Spring Semester (9 Hours)

- NURS 715 - Analytical Methods for Population-Based Care Credits: 4
- NURS 725 - Resource Utilization in Healthcare Credits: 4
- NURS 867 - Capstone Project II: Project Proposal Credits: 1

Summer Session (6 Hours)

- NURS 727 - Healthcare Technology and Informatics Credits: 3
- NURS 724 - Healthcare Policy and Strategic Planning Credits: 3

Second Year

Fall Semester (6 Hours)

- NURS 717 - Cultural Diversity Credits: 2
- NURS 854 - Critical Appraisal of Practice I Credits: 3

Spring Semester (6 Hours)

- NURS 855 - Critical Appraisal of Practice II Credits: 3

Three Year Plan of Study (Part Time)

First Year

Fall Semester (4 Hours)

- NURS 713 - Theory and Practice Credits: 3
- NURS 866 - Capstone Project I: Planning Credits: 1

Spring Semester (4 Hours)

- NURS 715 - Analytical Methods for Population-Based Care Credits: 4

Summer Session (3 Hours)

- NURS 727 - Healthcare Technology and Informatics Credits: 3

Second Year

Fall Semester (6 Hours)

- NURS 721 - Systems Leadership and Interprofessional Collaboration Credits: 5
- NURS 867 - Capstone Project II: Project Proposal Credits: 1

Spring Semester (5 Hours)

- NURS 725 - Resource Utilization in Healthcare Credits: 4

Summer Session (3 Hours)

- NURS 724 - Healthcare Policy and Strategic Planning Credits: 3

Third Year

Fall Semester (5 Hours)

- NURS 717 - Cultural Diversity Credits: 2
- NURS 854 - Critical Appraisal of Practice I Credits: 3

Spring Semester (6 Hours)

- NURS 855 - Critical Appraisal of Practice II Credits: 3

Concentrations

Students admitted to the USI DNP program may select from two areas of study concentration: Advanced Nursing Practice or Organizational and Systems Leadership. In both concentrations, the plan of study is the same with all students enrolling in the required 13 DNP courses. Students complete assignments within each course that address the identified study concentration. The capstone project focuses on an endeavor consistent with the student's identified study concentration.

Practice Hours

The AACN DNP Essentials require 1,000 practice hours as part of this degree. Practice hours in the masters in nursing program will be recognized as partial fulfillment of the 1,000 hours. The remaining practice hours will be completed as part of the DNP courses.

Doctor of Nursing Practice, Organizational and Systems Leadership

Doctor of Nursing Practice

The College of Nursing and Health Profession's commitment to quality nursing education and responsiveness to regional and national healthcare needs serve as the foundation for our Doctor of Nursing Practice (DNP) program. This practice-focused doctorate will prepare nurses in multiple roles to make contributions to healthcare and nursing through scholarly practice, healthcare leadership, and nursing education. Course content builds upon the master's degree and includes a minimum of an additional 36 hours. The curriculum consists of a two-year (full-time) or three-year (part-time) plan of study for doctoral level coursework which will culminate in the completion of an evidence-based capstone project.

Program Objectives

The Doctor of Nursing Practice (DNP) prepares experts in advanced nursing with emphasis placed on innovative, evidence-based practice that reflects the application of credible research findings. The expanded knowledge base in nursing will broaden the DNP graduate's ability to translate that knowledge quickly and effectively to benefit patients, to improve outcomes, and to contribute to the profession.

Upon completion of this program, the DNP graduate will be able to:

- Integrate nursing science with knowledge from ethics and the biophysical, psychosocial, analytical, educational, and organizational sciences as the basis for the highest level of nursing practice.
- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based upon scientific findings in nursing science, clinical sciences, and organizational, political, and economic sciences.
- Use analytic methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.
- Serve as a leader in the development and implementation of institutional, local, state, federal, and international health policy.
- Advocate for the patients and the nursing profession within government, business, education, and healthcare communities.
- Collaborate with interprofessional teams to analyze complex practice and organizational issues in leading change to improve patient, population, and system health outcomes.
- Analyze epidemiological, bio-statistical, environmental, and other scientific data related to individual, aggregate, and population health.
- Integrate advanced level of judgment, systems thinking, and accountability in designing, teaching, delivering, and evaluating evidence-based care to improve patient and healthcare outcomes.

Admission Requirements

To be eligible for the Doctor of Nursing Practice (DNP) program, an applicant must have

- A master's degree in nursing from a nationally accredited school of nursing;
- A minimum graduate GPA of 3.25 on a 4.0 scale or the equivalent; and
- Satisfactory completion of a graduate course in research with grade of B or better.
- Applicants who seek admission to the DNP program must first achieve admission to the Office of Graduate Studies. Admission requires submission of the online application, application fee, and official transcripts to the Office of Graduate Studies. Applicants must submit the following items to the Graduate Nursing Office.
- A copy of unencumbered RN license(s)
- A resume/curriculum vitae
- Three professional references - a minimum of one reference should be from faculty in your graduate program
- A one- to two- page paper describing your practice experience and your professional goals. Include the area of nursing practice that you will concentrate on in this program.
- A one- to two-page description of a practice-related issue that will serve as the focus of your capstone project. Include the significance and impact of the project to nursing and healthcare.

Once admission to Graduate Studies is attained and all application materials have been received by the graduate nursing program, the applicant will be considered for admission to the DNP program. The application deadline is January 15 of each year. Admission to the DNP program is competitive. Faculty may request an interview with an applicant once all of the admission criteria as listed above have been met. Additional information about the DNP program and admission process may be found on the college web site at health.usi.edu.

DNP Curriculum

The DNP program requires a total of 78 graduate nursing semester hours. The student must have completed a masters degree in nursing to be eligible to enroll in the DNP program and may apply a maximum of 42 graduate credits toward the required 78 hours for the degree. Integrated practice hours within the curriculum will provide DNP students with learning opportunities to gain expertise in their area of specialization. The USI DNP curriculum is built upon three distinct areas of graduate nursing content as determined by the AACN Essentials document. The three content areas with the 36 hours of DNP courses are presented below.

Leadership and Organizational Systems Core Courses (15 Hours)

- NURS 721 - Systems Leadership and Interprofessional Collaboration Credits: 5
- NURS 724 - Healthcare Policy and Strategic Planning Credits: 3
- NURS 725 - Resource Utilization in Healthcare Credits: 4
- NURS 727 - Healthcare Technology and Informatics Credits: 3

Evidence-Based Practice Core Courses (9 Hours)

- NURS 713 - Theory and Practice Credits: 3
- NURS 715 - Analytical Methods for Population-Based Care Credits: 4

- NURS 717 - Cultural Diversity Credits: 2

Specialty Practice Courses (12 Hours)

- NURS 854 - Critical Appraisal of Practice I Credits: 3
- NURS 855 - Critical Appraisal of Practice II Credits: 3
- NURS 866 - Capstone Project I: Planning Credits: 1
- NURS 867 - Capstone Project II: Project Proposal Credits: 1

Two Year Plan of Study (Full Time)

First Year

Fall Semester (9 Hours)

- NURS 713 - Theory and Practice Credits: 3
- NURS 721 - Systems Leadership and Interprofessional Collaboration Credits: 5
- NURS 866 - Capstone Project I: Planning Credits: 1

Spring Semester (9 Hours)

- NURS 715 - Analytical Methods for Population-Based Care Credits: 4
- NURS 725 - Resource Utilization in Healthcare Credits: 4
- NURS 867 - Capstone Project II: Project Proposal Credits: 1

Summer Session (6 Hours)

- NURS 727 - Healthcare Technology and Informatics Credits: 3
- NURS 724 - Healthcare Policy and Strategic Planning Credits: 3

Second Year

Fall Semester (6 Hours)

- NURS 717 - Cultural Diversity Credits: 2
- NURS 854 - Critical Appraisal of Practice I Credits: 3

Spring Semester (6 Hours)

- NURS 855 - Critical Appraisal of Practice II Credits: 3

Three Year Plan of Study (Part Time)

First Year

Fall Semester (4 Hours)

- NURS 713 - Theory and Practice Credits: 3
- NURS 866 - Capstone Project I: Planning Credits: 1

Spring Semester (4 Hours)

- NURS 715 - Analytical Methods for Population-Based Care Credits: 4

Summer Session (3 Hours)

- NURS 727 - Healthcare Technology and Informatics Credits: 3

Second Year

Fall Semester (6 Hours)

- NURS 721 - Systems Leadership and Interprofessional Collaboration Credits: 5
- NURS 867 - Capstone Project II: Project Proposal Credits: 1

Spring Semester (5 Hours)

- NURS 725 - Resource Utilization in Healthcare Credits: 4

Summer Session (3 Hours)

- NURS 724 - Healthcare Policy and Strategic Planning Credits: 3

Third Year

Fall Semester (5 Hours)

- NURS 717 - Cultural Diversity Credits: 2
- NURS 854 - Critical Appraisal of Practice I Credits: 3

Spring Semester (6 Hours)

- NURS 855 - Critical Appraisal of Practice II Credits: 3

Concentrations

Students admitted to the USI DNP program may select from two areas of study concentration: Advanced Nursing Practice or Organizational and Systems Leadership. In both concentrations, the plan of study is the same with all students enrolling in the required 13 DNP courses. Students complete assignments within each course that address the identified study concentration. The capstone project focuses on an endeavor consistent with the student's identified study concentration.

Practice Hours

The AACN DNP Essentials require 1,000 practice hours as part of this degree. Practice hours in the masters in nursing program will be recognized as partial fulfillment of the 1,000 hours. The remaining practice hours will be completed as part of the DNP courses.

Master of Social Work and Master of Public Administration

Master of Social Work/Master of Public Administration (MSW/MPA) Dual Degree Program

The Master of Social Work and the Master of Public Administration programs at the University of Southern Indiana are offering the University's first dual degree program. Beginning with the Fall 2013 semester, students will have the opportunity to complete a Master of Social Work (MSW) degree and a Master of Public Administration (MPA) degree in two years. Refer to the Master of Social Work and Master of Public Administration sections of the bulletin for specific admissions requirements and curriculum guidelines.

Students must be admitted to both graduate programs before beginning the dual degree program. Below is the curriculum for the joint MSW/MPA degree programs. Students can enroll in the full-time liberal arts track for non-BSW degreed students or the two-year advanced standing track for BSW degreed students. A minimum of two years is needed to complete the MSW/MPA dual degree program.

MSW Curriculum:

SOCW 503 - The Social Welfare System
SOCW 504 - Human Behavior and the Social Environment (HBSE) I
SOCW 505 - Human Behavior and the Social Environment (HBSE) II
SOCW 506 - The Foundation of Social Work Practice
SOCW 508 - Micro Systems: Practice with Individuals, Groups, and Families
SOCW 509 - Macro Systems: Institutional and Community Systems
SOCW 510 - Social Welfare Policy and Service
SOCW 511 - Graduate Field Placement I

SOCW 512 - Integrated Field Placement Seminar I
SOCW 601 - Clinical Assessment and Psychopathology in Social Work
SOCW 602 - Clinical Planning and Treatment Process in Social Work
SOCW 605 - Practice Evaluation
SOCW 608 - Theories of Clinical Practice
SOCW 610 - Human Diversity in Social Work Practice
SOCW 611 - MSW II Graduate Field Placement
SOCW 612 - MSW II Integrated Field Placement Seminar
SOCW 652 - Family and Couples Therapy
SOCW 660 - Clinical Practice with Groups
SOCW 671 - Social Work Management in the Clinical Setting
SOCW ELECTIVES (6) - Two electives chosen from 500-600 level courses within social work; courses outside discipline require approval of MSW Program Director. For MSW/MPA dual degree students, both electives will be PA courses (6 hours).

MSW Hours: 61 (36 hours for advanced-standing, BSW degreed students)

Two-year advanced-standing MSW students (those with a BSW degree) receive credit for foundation 500-level courses, with remaining 600-level listed courses required for MSW degree (36 hours).

MPA Curriculum:

PA 601 - Organizational Behavior
PA 606 - Public Personnel Administration
PA 609 - Budgeting in Public and Nonprofit Administration
PA 618 - Research Methods in Public Administration
PA 632 - Introduction to Public Administration
PA 653 - Ethics in Public Administration
PA ELECTIVES (6) - Choose two from the following:
PA 605 - Foundations of Nonprofit Administration
PA 631 - Fundraising and Volunteer Administration
PA 644 - Policies and Processes in the Public Sector
PA 684 - Grant Writing for Nonprofit Organizations

MPA Hours: 24

Total MSW/MPA Hours: 85 (60 hours for advanced-standing students, BSW degreed students)

SOCW 605, SOCW 610, SOCW 611 and SOCW 671 (13 credits) apply to both MSW and MPA degrees, with 61 hours applying to the MSW and 37 hours towards the MPA. For advanced-standing BSW degreed students, 36 hours apply to the MSW and 37 to the MPA. Students must complete the MPA comprehensive examination in order to graduate with the MPA degree, taken towards the end of their coursework. Students must also complete SOCW 605 - Practice Evaluation and affiliated capstone project, cross-listed with PA 697 - Capstone Seminar, in order to graduate with both degrees. For the MSW degree, both the field placement (SOCW 611) and the capstone (SOCW 605) must include administrative practice experiences.

For more information about the MSW program, visit www.usi.edu/libarts/socialwork/msw-degree. For more information about the MPA program, visit www.usi.edu/MPA.

Two Year Liberal Arts (non-BSW) Schedule

First Year

Fall Semester:

- SOCW 503 - The Social Welfare System Credits: 3
- SOCW 504 - Human Behavior and the Social Environment (HBSE) I Credits: 3
- SOCW 506 - The Foundation of Social Work Practice Credits: 3
- SOCW 510 - Social Welfare Policy and Service Credits: 3
- PA 632 - Introduction to Public Administration Credits: 3

Spring Semester:

- SOCW 505 - Human Behavior and the Social Environment (HBSE) II Credits: 3
- SOCW 508 - Micro Systems: Practice with Individuals, Groups, and Families Credits: 3
- SOCW 509 - Macro Systems: Institutional and Community Systems Credits: 3
- SOCW 610 - Human Diversity in Social Work Practice Credits: 3

- PA 609 - Budgeting in Public and Nonprofit Administration Credits: 3
Summer Semester:
- SOCW 511 - Graduate Field Placement I Credits: 3
- SOCW 512 - Integrated Field Placement Seminar I Credits: 1
- One or two courses chosen from PA 605, PA 631, PA 644, or PA 684 (Credits: 3-6) ¹

Second Year

Fall Semester:

- SOCW 601 - Clinical Assessment and Psychopathology in Social Work Credits: 3
- SOCW 608 - Theories of Clinical Practice Credits: 3
- SOCW 652 - Family and Couples Therapy Credits: 3
- SOCW 660 - Clinical Practice with Groups Credits: 3
- One course chosen from PA 605, PA 631, PA 644, or PA 684 (Credits: 3) ¹

Spring Semester:

- SOCW 602 - Clinical Planning and Treatment Process in Social Work Credits: 3
- SOCW 605 - Practice Evaluation Credits: 3
- SOCW 611 - MSW II Graduate Field Placement Credits: 2-4
- SOCW 612 - MSW II Integrated Field Placement Seminar Credits: 1-2
- PA 618 - Research Methods in Public Administration Credits: 3

Summer Semester:

- SOCW 671 - Social Work Management in the Clinical Setting Credits: 3
- PA 601 - Organizational Behavior Credits: 3
- PA 606 - Public Personnel Administration Credits: 3
- PA 653 - Ethics in Public Administration Credits: 3

Two Year Advanced Standing (BSW Degreed Students) Schedule

First Year

Fall Semester:

- SOCW 601 - Clinical Assessment and Psychopathology in Social Work Credits: 3
- SOCW 608 - Theories of Clinical Practice Credits: 3
- PA 632 - Introduction to Public Administration Credits: 3

Spring Semester:

- SOCW 602 - Clinical Planning and Treatment Process in Social Work Credits: 3
- SOCW 610 - Human Diversity in Social Work Practice Credits: 3
- PA 609 - Budgeting in Public and Nonprofit Administration Credits: 3

Summer Semester:

- One or two courses chosen from PA 605, PA 631, PA 644, or PA 684 (Credits: 3-6) ¹

Second Year

Fall Semester:

- SOCW 652 - Family and Couples Therapy Credits: 3
- SOCW 660 - Clinical Practice with Groups Credits: 3
- One course chosen from PA 605, PA 631, PA 644, or PA 684 (Credits: 3) ¹

Spring Semester:

- SOCW 605 - Practice Evaluation Credits: 3
- SOCW 611 - MSW II Graduate Field Placement Credits: 2-4
- SOCW 612 - MSW II Integrated Field Placement Seminar Credits: 1-2
- PA 618 - Research Methods in Public Administration Credits: 3

Summer Semester:

- SOCW 671 - Social Work Management in the Clinical Setting Credits: 3
- PA 601 - Organizational Behavior Credits: 3
- PA 606 - Public Personnel Administration Credits: 3
- PA 653 - Ethics in Public Administration Credits: 3

Note:

¹ The MPA curriculum only requires two electives, with the option to take both during the summer semester of the first year, or one during the summer semester of the first year and one during the fall semester of the second year.

Master of Arts in Communication

812/464-1739

Program Objectives

The Master of Arts in Communication program provides students with an interdisciplinary approach to problem solving in the field of communication in areas as diverse as technological change, international relations, conflict and negotiation, organizational functioning, personal relationships, regional economic development, corporate responsibility, community outreach, and consensus and coalition building. We deliberately adopt pedagogical techniques, such as a case study approach, that develop our students' problem-solving abilities and critical-thinking skills. Our hands-on capstone experience connects our students' learning experience with real-life problems and will provide a service to the community. For students who want to pursue advanced graduate studies, we also offer a thesis option that allows them to gain experience in academic research.

Students who complete the M.A. in Communication will be able to apply their increased knowledge of communication processes, contexts, theories, and research methodologies to further their career and educational goals. The objectives of the Master of Arts in Communication program are:

- To produce graduates who are skilled and logical problem solvers and who can apply those skills to real solutions
- To equip students with analytical and practical tools that foster the ability to lead
- To develop and deliver a program flexible enough to serve practitioners and aspiring academics alike
- To offer a program full-time students can complete in two years of study
- To offer a program that part-time students can complete in three to four years

Admission Requirements

- Unconditional admission into the Master of Arts in Communication program will be contingent on the following factors:
- Admission to Graduate Studies.
- The Master of Arts in Communication requires that applicants hold a Bachelor of Arts or Bachelor of Science degree from an accredited institution. Although applicants do not need to hold an undergraduate degree in an area of communication, preference will be given to applicants with an educational background in communication or other social sciences disciplines.
- A GAP score of 3,000 or higher: The GAP score reflects an individual's undergraduate GPA multiplied by the quantitative and verbal components of the Graduate Record Examination (GRE). For instance, if an individual holds a 3.0 undergraduate GPA and scores a combined 1,000 on his/her verbal and quantitative components of the GRE, he/she would satisfy the GAP criteria for unconditional admittance.
- A well-written letter of intent. The letter of intent will serve as the student's application letter and writing sample. In this writing sample, the admissions committee will evaluate the student's potential and ability for graduate-level writing.
- Three positive professional letters of recommendation.

Applicants not meeting the criteria for unconditional admittance may be conditionally admitted if space is available. These applicants will receive preference on the basis of GPA and the quality of the letter of intent.

Conditionally admitted individuals can achieve unconditional status following 12 hours of coursework if they hold a graduate GPA of 3.0 or higher. All students admitted to the program failing to attain a graduate 3.0 GPA after 12 credit hours will be academically dismissed from the program.

Students will be admitted to the Master of Arts in Communication program for both fall and spring semesters. The application deadline for fall admission will be April 15 of every year; and the application deadline for spring admission will be November 1 of every year.

Curriculum

The program is comprised of 36 credit hours (12 courses) of coursework leading to a Master of Arts degree. A total of 15 hours of course work (five courses) are required; an additional 21 hours (seven courses) must be taken from a selection of elective course offerings.

Required Coursework (15 hours)

Methodology and Inquiry Requirement (6 hours)

- COMM 602 - Qualitative Research Methods in Communication Credits: 3
- COMM 603 - Quantitative Research Methods in Communication Credits: 3

Theory Requirement (3 hours)

- COMM 601 - Foundations of Communication Theory Credits: 3

Thesis/Capstone Requirement (6 hours)

Select only one:

- COMM 690 - Capstone Project Credits: 3-6 (6 hours required)
- COMM 699 - Thesis Credits: 3-6

Elective Coursework (21 hours)

- COMM 502 - Gender, Communication, and Culture Credits: 3
- COMM 611 - Communication and Personal Relationships Credits: 3
- COMM 612 - Health Communication Credits: 3
- COMM 613 - Political Communication Credits: 3
- COMM 614 - Interpersonal Communication within Organizations Credits: 3
- COMM 615 - Communication and Culture Credits: 3
- COMM 616 - Performance in Social Contexts Credits: 3
- COMM 620 - Special Topics in Organizational Communication Credits: 3
- COMM 621 - Advanced Public Relations Credits: 3
- COMM 622 - Emerging Issues in Computer-mediated Communication Credits: 3
- COMM 630 - Advanced Mass Communication Seminar Credits: 3

Type of Degree

Students who complete the program are awarded the Master of Arts in Communication degree. There are no distinctions in the name or prestige of the degree between those who select a master's thesis option and those who select a graduate capstone project option.

Master of Arts in Liberal Studies

812/465-7015

Program Objectives

The Master of Arts in Liberal Studies (MALS) provides a postgraduate credential for individuals who seek personal knowledge development and whose careers would be enhanced by a formal course of graduate study, but who prefer an interdisciplinary approach. The program is a viable alternative for educators seeking professional development and for meeting state license renewal requirements. In sum, the program provides an opportunity for individuals from a variety of careers to acquire graduate-level skills and knowledge from the perspective of several academic disciplines. The program could be an appropriate step toward further degree work in doctoral interdisciplinary programs, as well as traditional doctorates that prefer interdisciplinary master's work.

Admission Requirements

To be considered for admission to the MALS program, the applicant must submit:

- an application to Graduate Studies;
- a \$40 non-refundable application fee; and

- one official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

In addition to the regular requirements for admission to graduate study at USI, admission to the MALS program requires the following:

- a resume;
- a written statement of candidate interest (500 words);
- recommendations by three individuals who know the candidate well (recommendation forms are available on the MALS web site); and
- an interview with the MALS director.

Because of the interdisciplinary, nontraditional nature of the program, the GRE exams are not required. Students should submit the application, application fee, and official transcripts to the Office of Graduate Studies and other material to the MALS director at least one month prior to the entry date sought. An interview will be arranged after all other materials are on file.

Admission Deadlines

The MALS program allows students to apply for the program and begin classes in any semester.

Curriculum (33 hours)

The Master of Arts in Liberal Studies degree requires 33 credit hours of graduate-level work.

1. Core Courses (12 hours)

- Humanities Seminar Credits: 3
- Social Science Seminar Credits: 3
- Natural Science Seminar Credits: 3
- LBST 610 - Capstone Course, Graduating Seminar in Liberal Studies Credits: 3

2. Individual program of courses (18 hours) (with advising and approval of director)

3. Capstone Experience (3-6 hours)

Capstone Project (Option 1)—

- LBST 697 - Capstone Project in Liberal Studies I Credits: 3
- LBST 698 - Capstone Project in Liberal Studies II Credits: 3

Capstone Courses (Option 2)—

- LBST 610 - Capstone Course, Graduating Seminar in Liberal Studies Credits: 3
- Additional 600-level LBST course

Additional Information

The core courses are required of all students. The Capstone Experience part of the program has two options. Students must maintain a grade average of B (3.0) or better in the program. At least three of the four core courses must be completed with final grades of B or better. No course with a grade lower than C (2.0) will be counted toward the degree.

Core Courses (12 hours)

Each core course emphasizes the analysis of a major liberal arts and sciences topic or theme from an interdisciplinary perspective. The rigor of this analysis will be in keeping with a graduate-level seminar.

Individual Program of Courses (18 hours)

A member of the graduate faculty, typically the program director, will consult with each student about appropriate courses to include in an 18-hour individual program of study. Choices can be made from among graduate-level courses offered in the areas of the sciences, social sciences, and humanities, and in some instances, courses from other graduate programs. Independent Study courses are available in some circumstances, and up to 12 hours of appropriate work from other institutions could count toward the degree.

Capstone Experience (3-6 hours)

In addition to working with the student in developing a coherent course of study, the graduate advisor also will help the student decide on the appropriate Capstone Experience.

- **Capstone Project**
About midway through the program, each student who chooses this option should have proposed a project topic and have had that topic approved by the graduate advisor. The project must be of a nature to warrant six hours of graduate credit. Each project will be thoroughly evaluated and approved by at least two members of a committee consisting of the student's thesis/project advisor and two other members of the graduate faculty. In general, the project should yield a written piece of work, although products such as artistic creations and web-based projects also may be acceptable. The project will stress problem solving and knowledge application and synthesis. Students under this option may also write and present two essays for formal examination. These essays would be similar to a more traditional master's thesis and would normally consist of revised and expanded work from previous courses. In some instances, a thesis of significant breadth would be acceptable.
- **Capstone Courses**
This option consists of six hours of Capstone courses: the Capstone Elective and the required core course Capstone Graduating Seminar (LBST 610). The Capstone courses are taken in the second half of the student's program. The Capstone Elective can be any approved 600-level LBST course.

Master of Business Administration

812/464-1926

Program Objectives

The University of Southern Indiana Master of Business Administration (MBA) degree is a graduate program designed to develop strategic, behavioral, and technical competencies that enable individuals to be superior performers in their business environment. Upon completion of the MBA program, graduates will have developed their capabilities in several major areas, including:

- An in-depth understanding of the functional fields of business and their interrelationships in complex organizations;
- understanding applied quantitative, qualitative, and behavioral tools of business analysis and decision making;
- the ability to think critically and creatively within a global business context;
- a heightened sense of ethical considerations in decision making within the business world; and
- improved communication and decision-making skills through utilization of information technology.

Accreditation

The USI MBA program is accredited by AACSB International – The Association to Advance Collegiate Schools of Business, the most prestigious accreditation available to Schools of Business throughout the world. All courses are taught by academically qualified faculty (holding the highest degrees available in their fields) who, through their scholarly work and consulting activities, are at the forefront of their disciplines.

Admission Requirements

The MBA program seeks students of demonstrated aptitude and scholarship. To be admitted to the MBA program, applicants must have an undergraduate overall GPA of 2.5 or higher, or 2.75 or higher in the applicant's last 60 hours of coursework, and attain a minimum required score on the Graduate Management Admission Test (GMAT). An applicant's GMAT score, undergraduate academic achievement, leadership potential, and professional work experience are considered when making admission decisions. Those applicants whose native language is not English also must meet USI's graduate studies requirements on the Test of English as a Foreign Language (TOEFL) or (International English Language Testing System (IELTS) unless they hold a bachelor's or higher degree from a United States institution of higher education.

To be considered for admission to the MBA program, the applicant must submit:

- an application to Graduate Studies;
- \$25 non-refundable application fee;
- GMAT score;
- a resume summarizing all professional experience;
- names and contact information of at least three professional references; and
- one official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- All admission materials should be submitted to the Office of Graduate Studies, University of Southern Indiana, and should be received at least one month prior to the entry date sought. No admission decisions will be made until all required documents have been received.

Admission Requirements for International Students

International students are subject to all requirements for admission to the Master of Business Administration program. Application for admission should be made at least six months prior to the date of anticipated enrollment. Admission credentials must include:

- an application for admission;
- payment of the application fee; and
- official academic records. Submit an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate or graduate work to the Office of Graduate Studies. The records should show a complete list of courses taken, grades received, and any diplomas or certificates earned. They also should state the number of credits awarded for each course or the number of hours of classroom, lecture, and laboratory for each course, and should include information about the school's grading scale.
- Where the college or university routinely issues academic records in English, those documents can be accepted. Otherwise, course-by-course English translations of all foreign language educational documents must accompany the originals. The format of the translation should follow the same format as the foreign language original. The accuracy of the translation must be certified either by an appropriate officer at the issuing educational institution; by an appropriate government officer at the Ministry of Education, consulate, or embassy of the country; or by an international credential evaluation service.
- Transcripts and other educational records are official only if the issuing institution, government officer, or evaluation service sends them directly to the Office of Graduate Studies. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- Verification of English competency: English competency is established by achievement of a minimum score of 550 on the paper-based TOEFL (Test of English as a Foreign Language) or 213 on the computer-based TOEFL or six on the IELTS (International English Language Testing System) test. All foreign-born applicants whose primary spoken language is not English must provide official test scores before being admitted; these scores must be less than two years old. Official test results should be sent to the Office of Graduate Studies at the time of application.
- Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English are not required to demonstrate language proficiency. Information about the TOEFL administration dates and registration procedure may be obtained from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541- 6151, USA; telephone 609/771-7100. The web address is www.toefl.org.

Curriculum

The USI MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. Courses are taught by academically qualified faculty who, through their scholarly work and consulting activities, are at the forefront of their disciplines.

MBA Survey Courses (up to 18 hours)

Students whose undergraduate educational preparation does not include accounting, economics, finance, marketing, operations research, or statistics must take the appropriate graduate survey courses.

- ACCT 501 - Survey of Accounting Credits: 3
- DSCI 351 - Introduction to Operations Research Credits: 3
- ECON 265 - Elementary Statistics Credits: 3
- ECON 501 - Survey of Economics Credits: 3

- FIN 305 - Business Finance Credits: 3
- MKTG 305 - Principles of Marketing Credits: 3

Additional Information

All survey courses must be completed prior to taking the corresponding core class and/or more than 12 hours of the graduate core. Credit in the survey courses may not be counted toward the MBA degree and will not be factored into the graduate program GPA. All survey courses must be passed with a grade of C or better.

Graduate Core - (30 hours)

The USI MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. For most students with undergraduate business degrees, the MBA program consists of 10 three-hour courses. Students with degrees in fields other than business may need to take up to 18 hours of survey courses to prepare them for the following core classes.

- ACCT 601 - Seminar in Management Accounting Credits: 3
- BLAW 618 - Legal and Social Environment of Business Credits: 3
- CIS 601 - Information Systems and Technology Credits: 3
- DSCI 601 - Quantitative Methods for Business Decisions Credits: 3
- ECON 601 - Business Economics and Forecasting Credits: 3
- FIN 601 - Financial Management and Markets Credits: 3
- MKTG 601 - Marketing Strategies Credits: 3
- MNGT 611 - Leadership Skills and Organizational Behavior Credits: 3
- MNGT 681 - Strategic and International Management Credits: 3

Retention

No more than two grades below a B in graduate courses (600-level) will be accepted toward the MBA degree. Upon receipt of the third grade below a B in any course or combination of courses taken for graduate credit, the student will be academically dismissed from the program.

A student who is academically dismissed may appeal to the College of Business Graduate Committee.

Students must maintain a graduate program GPA of 3.0 to remain in good standing in the program. In the event that a student's graduate program GPA falls below 3.0, the student will be placed on academic probation. See the Graduate Studies section of the bulletin for details on academic probation.

What can an MBA degree do for me?

Major reasons for obtaining a USI MBA are:

- enhancing management training for someone with a technical background and a desire to broaden career opportunities into managerial ranks;
- providing career change and/or advancement opportunities;
- providing a professionally challenging and intellectually stimulating experience;
- furthering one's interpersonal skills, opening new doors, and preparing effective managers;
- interacting with students from diverse backgrounds, creating stimulating classroom experiences; and
- promoting invaluable networking opportunities.

Effective Business Leaders

The USI MBA program focuses on preparing individuals to become effective business leaders. The curriculum is designed to develop behavioral, technical, and strategic competencies that enable individuals to be superior performers in their business environment. In addition, we are committed to providing educational experiences that prepare students to effectively engage in issues at the intersection of business and society such as ethical business practices, globalization, and technological change.

Through the use of experiential exercises and activities that foster, enhance, and develop essential managerial and leadership skills, students gain valuable experience with the challenging problems confronting organizations in the 21st century. The MBA program is more than just an education; it is an experience that will have a long-lasting impact on students as they graduate and begin or continue their professional careers.

Program Flexibility

We are aware that acquiring an MBA degree requires a major commitment of time and effort by the student. Given the great value attached to the MBA degree, hard work is to be expected. The MBA degree requires the completion of 30 hours of graduate-level coursework for students with undergraduate business degrees. Part-time students with undergraduate business degrees can expect to complete the program within three years. Full-time students may complete the program within two years.

USI's MBA program is specifically designed to meet the needs of the working professional. To meet the needs of our students, USI provides:

- convenient evening classes for the working professional; classes start at 6 p.m.;
- prerequisites courses for non-business undergraduate majors;
- survey courses offered online;
- a summer course schedule to help expedite progress through the program; and
- flexible advising and administrative assistance.

Master of Health Administration

812/461-5334

The College of Nursing and Health Professions offers a Master of Health Administration (MHA) degree. Students can complete the 39 credit hour program in six semesters.

Program Mission

Program Objectives

The College of Nursing and Health Professions offers two options for a Master of Health Administration (MHA) degree. Students can complete either of the 39 credit hour programs in six semesters.

Master of Health Administration (MHA)

The MHA program will educate students for leadership roles in health care. Graduates will use evidence-based decision making to assure integrity and organizational success. As leaders, they will strive to provide high quality, cost effective, and accessible health care in their communities.

Master of Health Administration (MHA) with a Health Informatics Specialty

The MHA program with a Health Informatics Specialty focuses on the application of information management and leadership principles for the improvement of communications across the health care industry. Students will also acquire the knowledge of system design, integration, implementation, and evaluation of health care information systems.

Graduates will possess a full understanding of how health informatics improves communication among patients, providers and clinicians to reduce medical errors and health care costs. Additionally, graduates will hone the managerial skills required to successfully influence and lead informatics initiatives. The degree is designated as an MHA with a Health Informatics Specialty.

Program Delivery

The majority of both programs are delivered online with the exception of three Intensive meetings. These meetings are conducted similar to conference meetings; complete with class sessions, working meals, guest speakers, interactive leadership sessions and students presentations.

Admission Requirements

Applicants are considered for entrance in the fall and spring semesters of each year.

<p style="text-align: center;">PART ONE</p> <p style="text-align: center;">For the <u>Office of Graduate Studies</u></p>	<p style="text-align: center;">PART TWO</p> <p style="text-align: center;">For the <u>Master of Health Administration (MHA)</u></p>
<p>o Official** transcript from each undergraduate and graduate institution attended.</p> <p>**Transcripts are only official if the issuing institution sends them directly to the office of Graduate Studies.</p> <p>o <u>Application fee of \$40.00</u></p> <p>Payable on-line or by check to University of Southern Indiana</p> <p>https://www.usi.edu/gradstud/ssl/app_deposit.asp</p> <p>o <u>USI Application for Admission to Graduate Studies</u></p> <p>Application also located at</p> <p>http://www.usi.edu/gradstud/appl.asp</p>	<p>o Baccalaureate degree from an accredited college or university. Send all transcripts to the Office of Graduate Studies.</p> <p>o Undergraduate GPA of 3.00 or greater on a 4-point scale.</p> <p>o Two years of work experience in the health care field highly recommended.</p> <p>o A demonstrable knowledge of fundamental principles of economics, statistics, and accounting is highly recommended.</p> <p>o Curriculum Vitae</p> <p>o 1 page letter of intent describing why you are choosing to pursue an MHA.</p> <p>o Three (3) professional references (Use Applicant reference PDF form).</p> <p>o Completion of the Graduate Record Examination (GRE) and 1 focused essay (from the Essay list) <u>OR</u> 3 focused essays (from the Essay list).</p> <p>For USI to receive your GRE score you need to designate your score to be sent to USI Graduate Studies Office, our university code is <u>1335</u>.</p> <p>o Students from NON-English Speaking Countries need a Satisfactory TOEFL score of 550 for non-computerized tests and 213 for computerized tests.</p>
<p style="text-align: center;">Please send items listed above to:</p>	<p style="text-align: center;">Please send items listed above to:</p>

<p>University of Southern Indiana</p> <p>Office of Graduate Studies</p> <p>8600 University Blvd., Orr Center, Room 1060</p> <p>Evansville, IN 47712</p>	<p>University of Southern Indiana</p> <p>College of Nursing and Health Professions</p> <p>Master of Health Administration Program</p> <p>8600 University Blvd., HP2145</p> <p>Evansville, IN 47712</p>
<p><i>The student's application will not be considered complete until the receipt of all required application materials requested by BOTH the Office of Graduate Studies and the Master of Health Administration Program.</i></p>	

Curriculum

The MHA program is designed in a cohort model, meaning matriculated students will take all courses together toward graduation.

Master of Health Administration-Fall Cohort

Fall Cohort: Year 1-Fall Semester (6 hours)

- MHA 621 - The Health Services System Credits: 3
- MHA 622 - Biostatistics Credits: 3

Fall Cohort: Year 1-Spring Semester (6 hours)

- MHA 624 - Applied Economic Analysis in Healthcare Credits: 3
- MHA 628 - Epidemiology Credits: 3

Fall Cohort: Year 1-Summer Session (6 hours)

- MHA 626 - Legal and Ethical Issues in Healthcare Credits: 3
- MHA 642 - Health Informatics Credits: 3

Fall Cohort: Year 2-Fall Semester (7 hours)

- MHA 623 - Operations and Control Systems Research in Healthcare Organizations Credits: 3
- MHA 637 - Healthcare Leadership Credits: 3
- MHA 651 - Capstone I: Planning Credits: 1

Fall Cohort: Year 2-Spring Semester (7 hours)

- MHA 633 - Human Resources and Labor Relations Management in Healthcare Credits: 3
- MHA 634 - Managerial Accounting in Healthcare Credits: 3
- MHA 652 - Capstone II: Implementation Credits: 1

Fall Cohort: Year 2-Summer Session (7 hours)

- MHA 625 - Marketing and Competitive Strategies in Healthcare Credits: 3
- MHA 643 - Healthcare Finance Credits: 3
- MHA 653 - Capstone III: Dissemination Credits: 1

Master of Health Administration-Spring Cohort

Spring Cohort: Year 1-Spring Semester (6 hours)

- MHA 624 - Applied Economic Analysis in Healthcare Credits: 3
- MHA 628 - Epidemiology Credits: 3

Spring Cohort: Year 1-Summer Session (6 hours)

- MHA 626 - Legal and Ethical Issues in Healthcare Credits: 3
- MHA 642 - Health Informatics Credits: 3

Spring Cohort: Year 1-Fall Semester (6 hours)

- MHA 621 - The Health Services System Credits: 3
- MHA 622 - Biostatistics Credits: 3

Spring Cohort: Year 2-Spring Semester (7 hours)

- MHA 633 - Human Resources and Labor Relations Management in Healthcare Credits: 3
- MHA 634 - Managerial Accounting in Healthcare Credits: 3
- MHA 651 - Capstone I: Planning Credits: 1

Spring Cohort: Year 2-Summer Session (7 hours)

- MHA 625 - Marketing and Competitive Strategies in Healthcare Credits: 3
- MHA 643 - Healthcare Finance Credits: 3
- MHA 652 - Capstone II: Implementation Credits: 1

Spring Cohort: Year 2-Fall Semester (7 hours)

- MHA 623 - Operations and Control Systems Research in Healthcare Organizations Credits: 3
- MHA 637 - Healthcare Leadership Credits: 3
- MHA 653 - Capstone III: Dissemination Credits: 1

Master of Health Administration-Health Informatics Specialty Curriculum-Fall Cohort

Fall Cohort: Year 1-Fall Semester (6 hours)

- MHA 621 - The Health Services System Credits: 3
- MHA 622 - Biostatistics Credits: 3

Fall Cohort: Year 1-Spring Semester (6 hours)

- CIS 601 - Information Systems and Technology Credits: 3
- MHA 628 - Epidemiology Credits: 3

Fall Cohort: Year 1-Summer Session (6 hours)

- MHA 626 - Legal and Ethical Issues in Healthcare Credits: 3
- MHA 642 - Health Informatics Credits: 3

Fall Cohort: Year 2-Fall Semester (7 hours)

- MHA 623 - Operations and Control Systems Research in Healthcare Organizations Credits: 3
- MHA 644 - Healthcare Enterprise Operations Credits: 3
- MHA 651 - Capstone I: Planning Credits: 1

Fall Cohort: Year 2-Spring Semester (7 hours)

- MHA 645 - HIT Integration, Interoperability and Standards Credits: 3
- MHA 646 - Healthcare Technology Acquisition & Assessment Credits: 3
- MHA 652 - Capstone II: Implementation Credits: 1

Fall Cohort: Year 2-Summer Session (7 hours)

- MHA 625 - Marketing and Competitive Strategies in Healthcare Credits: 3
- MHA 647 - Knowledge Management and Data Mining in Health Informatics Credits: 3
- MHA 653 - Capstone III: Dissemination Credits: 1

Master of Public Administration

812/461-5204

The Master of Public Administration (MPA) at the University of Southern Indiana is the preferred graduate degree for individuals who hold or hope to acquire a supervisory position in the public or nonprofit sector. Individuals interested in these sectors pursue the MPA in order to improve their management-related job skills and performance, obtain leadership positions within their current organizations, or begin their career in a public or nonprofit organization. Some students choose to pursue the MPA to strengthen their academic credentials and knowledge of the public sector to prepare for law school or doctoral level work.

Mission Statement: The Master of Public Administration Program at the University of Southern Indiana strives to meet the needs of current and future civic leaders and managers by providing students with the practical knowledge and professional and academic skills, rooted in a strong understanding of the theories of public administration, to become ethical, creative, and inspirational leaders in the public and nonprofit sectors. Our graduates are prepared to meet the economic, social, and political challenges that face leading public sector institutions and nonprofit organizations.

Vision Statement: Preparing civic leaders to meet society's challenges in the 21st century.

Goals of the MPA program

1. Obtain knowledge of the theoretical and institutional foundations and the internal operations of the public and nonprofit sectors, and how these sectors are shaped by their economic, social, and political environments.
2. Master an understanding of how key concepts and theories in the field of public administration can be used to formulate applied solutions to problems associated with public and nonprofit administration.
3. Acquire practical skills necessary for the management of public and nonprofit organizations, such as grant writing, budgeting, public speaking, human resources management, organizational behavior, electronic communication, and report writing.
4. Learn how to gather and analyze qualitative and quantitative data (through data bases, web sites, printed material, and other information-based resources) and develop research skills that can be used to advance the knowledge and practice of public administration.
5. Understand the ethical consequences of decisions made by managers and administrators in the public and nonprofit sectors.
6. Increase faculty and student diversity.
7. Improve the recruitment and retention of MPA students.

Admission Requirements

Students admitted into the Master of Public Administration program at the University of Southern Indiana must complete the following admission requirements:

1. A completed Application for Admission to Graduate Studies.
2. A completed MPA Personal Information Form.
3. A copy of your most recent résumé or curriculum vitae.
4. References from two individuals who are familiar with your work.

5. One official transcript from each undergraduate and graduate institution attended. All official transcripts must be sent directly from the Registrar of the institution attended to the Office of Graduate Studies. Applicants seeking admission to the MPA program must hold a baccalaureate degree (any major is acceptable) with a 3.0 GPA on a 4.0 scale.
6. A \$40.00 nonrefundable graduate application fee.
7. International Students Only: Official results of the Test of English as a Foreign Language (TOEFL). A minimum score of 550 on the paper-based version and a minimum score of 79 on the computer-based version is required.

Conditional Admission

Students who meet the admissions requirements, but have a GPA between 2.75 and 3.0 may seek conditional admission to the MPA program. Conditionally admitted students may only take two graduate courses (six credit hours). If a grade of B or better is earned in each USI graduate course taken while the student is classified as a conditionally admitted student, the student will be unconditionally admitted to the program.

Guest Student Status

Individuals may enroll in PA courses as a guest student. Guest students may take up to two graduate courses (6 credit hours) without being formally admitted to the MPA program. If a guest student is subsequently admitted to the MPA program, public administration courses successfully completed will count toward the degree requirements.

Students seeking to enroll in PA courses as a guest student must submit a Guest Student application, one official transcript from each undergraduate and graduate institution attended, and the one-time nonrefundable \$40 graduate application fee. The Director of the MPA program and the Director of Graduate Studies will not allow students with an undergraduate GPA below 3.0 (on a four point scale) to enroll in PA courses as a special student. Admission as a guest student does not guarantee enrollment in PA courses. Guest students may enroll in PA courses only when enrollment caps have not been met and when students formally admitted (or expected to be formally admitted) to the MPA program have had an opportunity to enroll.

Curriculum

The MPA program consists of 36 credit hours. Starting with the Fall 2012 semester, students in the MPA program will be required to complete a core curriculum of six courses (18 hours), a capstone seminar (3 hours) and 15 hours of elective courses in one of two specializations: public sector administration or nonprofit administration. Since most MPA students are working professionals attending school part-time, courses offered each term meet once per week in the evenings or are taught using a hybrid distance education format. Courses are offered each fall and spring semester and during the summer in four, five, eight, or 10-week sessions. Students who take two courses during the fall, spring, and summer can complete their MPA degree in two years.

Core Curriculum (6 courses - 18 hours)

- PA 601 - Organizational Behavior Credits: 3
- PA 606 - Public Personnel Administration Credits: 3
- PA 609 - Budgeting in Public and Nonprofit Administration Credits: 3
- PA 618 - Research Methods in Public Administration Credits: 3
- PA 632 - Introduction to Public Administration Credits: 3
- PA 653 - Ethics in Public Administration Credits: 3

Capstone Seminar (3 hours)

Public Sector Administration (5 courses - 15 hours)

- PA 527 - Urban Politics and Governance Credits: 3
- PA 564 - Environmental Politics and Policy Credits: 3
- COMM 613 - Political Communication Credits: 3
- COMM 615 - Communication and Culture Credits: 3
- COMM 621 - Advanced Public Relations Credits: 3
- PA 603 - Technology Issues and e-Governance Credits: 3
- PA 611 - Leadership Skills in Public Administration Credits: 3

- PA 612 - Connect with Southern Indiana Credits: 3
- PA 614 - Interpersonal Communications within Organizations Credits: 3
- PA 615 - Legal Aspects of Public Administration Credits: 3
- PA 644 - Policies and Processes in the Public Sector Credits: 3
- PA 690 - Special Topics in Public Administration Credits: 3
- PA 695 - Internship in Public Agency Credits: 3
- PA 698 - Independent Study in Public Administration Credits: 3
- PA 699 - Thesis in Public Administration Credits: 6

Nonprofit Administration (5 courses - 15 hours)

- COMM 613 - Political Communication Credits: 3
- COMM 615 - Communication and Culture Credits: 3
- COMM 621 - Advanced Public Relations Credits: 3
- COMM 624 - Nonprofit Advancement Credits: 3
- PA 603 - Technology Issues and e-Governance Credits: 3
- PA 605 - Foundations of Nonprofit Administration Credits: 3
- PA 611 - Leadership Skills in Public Administration Credits: 3
- PA 612 - Connect with Southern Indiana Credits: 3
- PA 614 - Interpersonal Communications within Organizations Credits: 3
- PA 615 - Legal Aspects of Public Administration Credits: 3
- PA 631 - Fundraising and Volunteer Administration Credits: 3
- PA 644 - Policies and Processes in the Public Sector Credits: 3
- PA 684 - Grant Writing for Nonprofit Organizations Credits: 3
- PA 690 - Special Topics in Public Administration Credits: 3
- PA 695 - Internship in Public Agency Credits: 3
- PA 698 - Independent Study in Public Administration Credits: 3
- PA 699 - Thesis in Public Administration Credits: 6

MPA Capstone/Thesis

Note: Students who decide to complete a thesis project and enroll in PA 699: Thesis in Public Administration are exempt from taking PA 697: Capstone in Public Administration, but will be required to take another elective course (3 hours) in one of the two specializations.

All MPA students will be required to complete a capstone seminar (with the exception of students doing a thesis project), which is centered on a specific issue, problem, or topic in the field of public administration. Students in the seminar will be required to complete a capstone project, which is based on assessing a student's ability to relate theoretical knowledge and skills to solving a practical applied problem in the field of public administration. Students will work collaboratively to present a question to a problem, collect and analyze data, present their findings and results, and propose possible solutions.

Students will have an opportunity to enroll and complete a thesis project (PA 699 - Thesis in Public Administration). The thesis course is designed to allow students an opportunity to conduct original academic research in an area of public administration. PA 699 is a variable credit class that is offered as a three or six credit hour course. PA 699 is repeatable up to six credit hours and will be graded on a Pass/No Pass (P/NP) basis. Students wishing to enroll in three credit hours in a semester will register in PA 699.001 and students wishing to enroll in six credit hours in a semester will enroll in PA 699.002. Students who have not completed the thesis course during the semester in which they are registered will be assigned an "in progress" (IP) grade. An IP grade means a student cannot receive credit for the thesis course without re-registering in the course. In order to receive credit for the thesis, the student must successfully complete a written paper and defend the thesis project in an oral defense. Students will be required to choose an advisor and two faculty members to serve on the thesis committee for a total of three committee members. The advisor must be a full-time member of the MPA faculty who has taught the student in at least one course in the MPA program. The two committee members must be full-time members of the graduate faculty, and at least one committee member must be a member of the MPA faculty.

In addition to the thesis course, students can enroll in PA 698 - Independent Study in Public Administration, where students can conduct independent research on an issue in the field of public administration under the supervision of a member of the MPA faculty. Students can also enroll in PA 690 - Special Topics in Public Administration, a course that deals with a special topic in the field of public administration. Some of the potential topics may include Facilitation and Mediation, Government Reorganization, Housing and Community Development, Historic Preservation, and Arts and Heritage Management courses.

All students will be required to complete a comprehensive examination as a requirement for graduation from the program administered by the MPA Examination Committee, which consists of members of the MPA faculty. In the comprehensive examination, students will be required to demonstrate a mastery of universal competencies in public

administration that are covered in the MPA core curriculum, as well as demonstrate a mastery of the competencies in either the public sector administration or nonprofit administration specializations.

Master of Science in Education

812/464-1620

Program Description

The Master of Science in Education degree program involves advanced study designed to enhance the knowledge and skills of teachers in P-12 schools. The program blends studies of educational theory with analysis of current issues and practices in teaching well as specific discipline content. Students explore the ways in which knowledge and skills developed in the programs enhance teaching and learning. Program tracks are offered in:

- Elementary Education
- Secondary Education
- Kinesiology, Health and Sport
- Mathematics Teaching

Admission Requirements

Applicants must be admitted to graduate study under University graduate policies and then be accepted into the specific MSE Track. In addition to the requirements for admission to graduate study at USI, admission to the MSE program requires the following:

- a copy of a standard US teaching license or an approved waiver form; and
- a completed personal information form that includes a record of teaching experience.

Curriculum

The curriculum for all program tracks uses the reflective teacher-researcher conceptual framework with three phases: the exploration phase, the analysis phase and the synthesis phase. All MSE tracks require completion of 33 credit hours following the curriculum outlined below.

Exploration Phase (15-21 credit hours)

During the exploration phase, graduate students must successfully complete at least one course from the following categories:

- **Advanced Instruction (AI)** – Courses in advanced instruction develop reflective and analytical skills in candidates related to their practices as teachers. Much of this curriculum emphasizes the learning process, and how students are changed as a result of experience, how they apply what they learn in different contexts, and how they recognize and extend that learning to completely new situations. Modes of facilitating effective learning, transferring new knowledge and skills to appropriate contexts, creativity and innovation, and experiential education will be investigated.
- **Curriculum Theory (CT)** – Curriculum theory refers to the transmission of knowledge, skills, and affective sets to others through formal and informal means. These courses examine the organization of schooling, as well as formal and informal educational environments. Curriculum as process, curriculum and context, modes of learning, and revisionist theories of modes of knowledge will be explored.
- **Human Development (HD)** – Courses in human development examine changes in human beings' biological, social, cognitive, and emotional behavior from conception until death. Such lifelong processes and permanent change overtime often influence not only how students learn, but who learns based on the contexts of the environment. Patterns of growth, motivation, engagement within classroom environments, and the implications of culture and the individual are tools to understanding how humans develop.
- **Social Foundations (SF)** – Social Foundations courses explore questions about the nature, structure, and functions of schools; education and social justice; the nature and uses of knowledge; and conceptions of a worthy life. These courses are intended to introduce students to the methods and questions of philosophy, history, sociology, and anthropology as tools for investigating the work of teachers and the institutions of schools.

The course work at the exploration phase will culminate in the creation of a professional portfolio. The portfolio will represent an individual graduate student's organization of course-related and professional development knowledge, skills, and dispositions. Artifacts in the portfolio should be taken from each course in the student's program. The portfolio will also include a synthesizing statement that identifies an area of focus for the remainder of the program. The portfolio will be presented to a

committee of three faculty members, with at least one faculty member representing the specific track in which the student is enrolled.

Analysis Phase (9-15 credit hours)

During the analysis phase of graduate course work, graduate students begin the work of further analyzing and developing their program foci. The analysis phase of the program emphasizes preparation for performance of an action research project.

During the analysis phase students complete:

- EDUC 601 - Research in Education
- EDUC 631 - Analysis of Instruction

The course work at the analysis phase of master's programming will culminate in the creation of a prospectus presentation related to the candidate's teacher action research project. The prospectus presentation is the final outcome of EDUC 631 - Analysis of Instruction. The presentation will represent an individual student's organization and understanding of course-related and professional development knowledge, skills, and dispositions related to his/her action research topic.

Synthesis Phase (3 credit hours)

All graduate students must complete an action research project in the synthesis semester. Each candidate designs an action research project, implements the project, and writes a report of research findings.

EDUC 671/EDUC 674 is a culminating research-oriented seminar that integrates professional knowledge and professional skills. Each student conducts a school-based research project, based on professional literature, and writes a research report.

Elementary Education and Secondary Education Track

Early in the program, a graduate student in elementary or secondary education will meet with an advisor to develop a program of study that follows his/her area of interests. Courses are available in areas such as reading/literacy, special education, and technology. The individual program of study must meet the specifications outlined in the MSE curriculum.

- At least one course in each category: advanced instruction, curriculum theory, human development, and social foundations (12 credit hours)
- Electives (12 credit hours)
- **Required coursework:**
- EDUC 601 - Research in Education Credits: 3
- EDUC 631 - Analysis of Instruction Credits: 3
- EDUC 671 - Integrating Seminar in Secondary Education Credits: 3 **or**
- EDUC 674 - Integrating Research Seminar in Elementary Education Credits: 3

Kinesiology, Health, and Sport Track

The concentration in **kinesiology, health, and sport** is designed to prepare students for careers in areas of health education, physical education, and coaching.

Curriculum

The program of study follows the specifications outlined in the MSE curriculum with 15 credit hours from the Department of Teacher Education and 18 credit hours from the Department of Kinesiology, Health and Sport.

- Select at least one education course in each category: human development and social foundations - 6 credit hours
- Select six courses from the Department of Kinesiology, Health, and Sport designed to meet the advanced instruction and curriculum theory requirements - 18 credit hours from among:
- PET 502 - Controversial Issues in Health Education Credits: 3
- PET 571 - Assessment Strategies in Physical Education Credits: 3
- PET 582 - Community Health Credits: 3
- PET 588 - School Health Credits: 3
- SPTM 592 - Contemporary Issues in Sport and Exercise Credits: 3
- PET 593 - Emotional Health of Children in Sport Credits: 3
- PET 594 - Program Planning and Evaluation in Health Education Credits: 3

- EXSC 601 - Physical Training for Optimal Performance Credits: 3
Required coursework:
- EDUC 601 - Research in Education Credits: 3
- EDUC 631 - Analysis of Instruction Credits: 3
- EDUC 671 - Integrating Seminar in Secondary Education Credits: 3
or
- EDUC 674 - Integrating Research Seminar in Elementary Education Credits: 3

Mathematics Teaching Track

The Master of Science in Education—Mathematics Teaching is designed to strengthen the conceptual and pedagogical understanding of mathematics for teachers of mathematics at the secondary level and for instructors of entry-level mathematics at two- and four-year colleges and universities. The goals of this program are to further students' mathematical knowledge and to provide rich pedagogical experiences utilizing appropriate technologies and manipulatives as they relate to the teaching and learning of mathematics.

Admission Requirements

Applicants for this program must have an undergraduate major in mathematics or mathematics teaching, certification to teach mathematics, and at least one year of teaching experience in mathematics.

Curriculum

The program of study follows the specifications outlined in the MSE curriculum with 15 credit hours from the Department of Teacher Education and 18 credit hours from the Department of Mathematics.

- Select at least one education course in each category: human development and social foundations - 6 credit hours
- Select six courses from the Department of Mathematics designed to meet the advanced instruction and curriculum theory requirements - 18 credit hours from among:
 - MATH 603 - Fundamental Concepts of Algebra Credits: 3
 - MATH 604 - Fundamental Concepts of Geometry Credits: 3
 - MATH 605 - Problem Solving in Mathematics Credits: 3
 - MATH 611 - Introduction to Analysis for Secondary Teachers Credits: 3
 - MATH 621 - Technology for Teaching Mathematics Credits: 3
 - MATH 638 - Fundamental Models in Statistical Inference Credits: 3
- **Required coursework:**
- EDUC 601 - Research in Education Credits: 3
- EDUC 631 - Analysis of Instruction Credits: 3
- EDUC 671 - Integrating Seminar in Secondary Education Credits: 3

Note:

An advisor from the Department of Mathematics will collaborate with the student and the instructors of EDUC 601, EDUC 631, and EDUC 671 with regard to research projects.

Master of Science in Education, Mathematics Teaching

Program Objectives

The Master of Science in Education—Mathematics Teaching is designed to strengthen the conceptual and pedagogical understanding of mathematics for teachers of mathematics at the secondary level and for instructors of entry-level mathematics at two- and four-year colleges and universities. The goals of this program are to further students' mathematical knowledge and to provide rich pedagogical experiences utilizing appropriate technologies and manipulatives as they relate to the teaching and learning of mathematics.

Admission Requirements

Applicants for this program must have an undergraduate major in mathematics or mathematics teaching, certification to teach mathematics, and at least one year of teaching experience in mathematics.

Curriculum

The minimum number of hours to complete this degree is 33—15 semester hours from the Department of Teacher Education and 18 semester hours from the Department of Mathematics. Students must maintain a minimum GPA of 3.0 in each area; no grade lower than a B in a graduate course from the Department of Teacher Education—and no more than two grades below a B in graduate courses from the Department of Mathematics will be accepted toward the MSE-M degree. Application for candidacy must be made when the student has completed between 15 and 18 semester-hours of coursework.

(15 hours) from the Department of Teacher Education

Exploration Phase

Select One Human Development Course

- EDUC 507 - Growth and Development for Exceptional Needs Students
- EDUC 512 - Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design Credits: 3
- EDUC 514 - Inclusive Philosophy and Educational Practices Credits: 3
- EDUC 523 - Collaborative Partnerships Credits: 3
- EDUC 621 - Measurement and Evaluation in Education Credits: 3
- EDUC 622 - Assessment in Education Credits: 3
- EDUC 624 - Seminar in Adolescent Development Credits: 3
- EDUC 690 - Special Topics in Education Credits: 1-3 ST: General Concepts of Human Development
- EDUC 690 - Special Topics in Education Credits: 1-3 ST: Introduction to Gifted and Talented Education

Select One Social Foundations Course

- EDUC 511 - Foundations and Legal Issues Related to Exceptional Needs Credits: 3
- EDUC 603 - Historical and Philosophical Influences in Education Credits: 3
- EDUC 605 - Moral Dimensions of Schooling Credits: 3
- EDUC 608 - Thinking in the Classroom Credits: 3
- EDUC 609 - Service Learning and Experiential Education Credits: 3
- (Portfolio of Coursework)

Analysis phase—(6 hours) of coursework

Students must complete a minimum of two math courses and two education courses from the exploration phase prior to enrolling in the following courses:

- EDUC 601 - Research in Education Credits: 3
- EDUC 631 - Analysis of Instruction Credits: 3
- (Prospectus presentation required)

Synthesis phase—(3 hours) of coursework

Students must complete a minimum of five math courses and four education courses (two from the exploration phase, EDUC 601 and EDUC 631) prior to enrolling in the following course:

- EDUC 671 - Integrating Seminar in Secondary Education Credits: 3
- (Teacher Action Research Required)

Additional Requirement

Six courses (18 hours) from the Department of Mathematics to satisfy the advanced instruction and curriculum theory components of the program.

- MATH 603 - Fundamental Concepts of Algebra Credits: 3 (Advanced Instruction/Curriculum Theory)

- MATH 604 - Fundamental Concepts of Geometry Credits: 3 (Advanced Instruction/Curriculum Theory)
- MATH 605 - Problem Solving in Mathematics Credits: 3 (Advanced Instruction/Curriculum Theory)
- MATH 611 - Introduction to Analysis for Secondary Teachers Credits: 3 (Advanced Instruction/Curriculum Theory)
- MATH 621 - Technology for Teaching Mathematics Credits: 3 (Advanced Instruction/Curriculum Theory)
- MATH 638 - Fundamental Models in Statistical Inference Credits: 3 (Advanced Instruction/Curriculum Theory)

Note(s):

An advisor from the Department of Mathematics will collaborate with the student and the instructors of EDUC 601, EDUC 631, and EDUC 671 with regard to research projects.

Master of Science in Education, Secondary Education

Master of Science in Education

812/464-1620

Program Description

The Master of Science in Education degree program involves advanced study designed to enhance the knowledge and skills of teachers in P-12 schools. The program blends studies of educational theory with analysis of current issues and practices in teaching as well as specific discipline content. Students explore the ways in which knowledge and skills developed in the programs enhance teaching and learning. Program tracks are offered in:

- Elementary Education
- Secondary Education
- Kinesiology, Health and Sport
- Mathematics Teaching

Elementary or Secondary Education Concentrations

Kinesiology, Health, and Sport Specialization

The concentration in **kinesiology, health, and sport** is designed to prepare students for careers in areas of health education, physical education, and coaching. In addition to 18 hours of selected education courses, including the action research sequence, the following courses are required for this MSE concentration.

- PET 502 - Controversial Issues in Health Education Credits: 3
- SPTM 592 - Contemporary Issues in Sport and Exercise Credits: 3
- PET 593 - Emotional Health of Children in Sport Credits: 3
- PET 594 - Program Planning and Evaluation in Health Education Credits: 3
- EXSC 601 - Physical Training for Optimal Performance Credits: 3

Mathematics Teaching

The MSE concentration in **mathematics education** is detailed separately and includes specific mathematics courses as well as electives in human development and social foundations. Students following this program also complete the action research sequence

Master of Science in Industrial Management

812/464-1877

Program Objectives

The graduate degree program in industrial management is designed to accommodate either of two objectives: increasing the breadth of an individual's education in various technical fields related to industrial management; or increasing the depth of education in a single technical specialty related to industrial management. The program should meet the needs of the employed individual who either seeks additional knowledge in subject areas that were not covered in his or her undergraduate degree program or desires to extend the knowledge acquired as an undergraduate or through employment experience. The primary purpose of the program is to provide knowledge of management concepts and modern technical innovations as applied to technically based enterprises.

Admission Requirements

This master's degree program is intended for engineers, technologists, and scientists who are currently employed and who expect to be working in managerial positions which involve responsibility for manufacturing, design, production, and material-handling functions in a variety of technical and industrial enterprises. Applicants who have completed an undergraduate degree program in engineering or engineering technology with a GPA of 2.5 or better (on a 4.0 scale) will be admitted unconditionally. Applicants who have completed undergraduate degree programs in other areas will be considered for admission, but a preparatory phase of up to 18 credit hours may be required in order to prepare properly for the graduate program course work. Courses required in the preparatory program can be tailored to meet the needs and objectives of individual students.

Because this degree program is intended primarily for employed individuals, all course offerings are made available in the evenings. Students can expect to enroll in a maximum of two courses per semester for the fall and spring semesters and one course during the summer. Thus, it is possible to complete the program in two calendar years assuming continuous enrollment at the maximum level. However, it is more realistic to expect that three calendar years will be required to complete the degree requirements.

Curriculum

The degree requirements include 33 hours of course work. A core of 15 hours comprising courses in industrial management, project management, operations systems analysis and modeling, analytical techniques for economic evaluation, and capstone graduate project are required of all students. An additional 18 hours of approved supporting or elective courses complete the course requirements. Elective courses allow specialization in areas such as industrial safety, ergonomics, manufacturing systems analysis, decision sciences, marketing, and finance.

The elective course offerings and potential areas of specialization will permit students to tailor the program to meet specific professional development objectives without compromising relevance to current and prospective occupational responsibilities.

All core courses and required preparatory courses must be completed at the University of Southern Indiana unless a waiver is granted upon admission to the program. Elective courses may be offered in cooperation with other institutions or may be completed at other institutions provided that approval is obtained in advance from the student's graduate study advisor.

Core Curriculum

- IM 602 - Operations Systems Analysis and Modeling Credits: 3
- IM 611 - Principles and Practices of Project Management Credits: 3
- IM 651 - Analytical Techniques for Economic Evaluation Credits: 3
- IM 652 - Industrial Management Credits: 3
- IM 671 - Graduate Project Credits: 3 - **Individual Study**
- IM 691 - Leadership Project Credits: 3 - **Cohort Study**

Electives

Electives may be chosen from the following list to augment the core curriculum in any combination which meets the student's needs for career advancement, provided that in no case may the combination of core courses and chosen electives for any student include more than 15 hours of courses from among the offerings of the College of Business.

- IM 601 - Special Studies in Industrial Management Credits: 1-3
- IM 603 - Survey of Statistics Credits: 3
- IM 604 - Manufacturing Systems Analysis Credits: 3
- IM 614 - Interpersonal Communications within Organization Credits: 3
- IM 621 - Human Factors in Design Credits: 3
- IM 625 - Principles of Computer-Aided Design and Manufacturing Credits: 3
- IM 631 - Industrial Safety Credits: 3

- IM 641 - Principles and Practices of Quality Management Credits: 3
- IM 698 - Individual Study in Industrial Management Credits: 1-3
- BLAW 618 - Legal and Social Environment of Business Credits: 3
- CIS 601 - Information Systems and Technology Credits: 3
- DSCI 601 - Quantitative Methods for Business Decisions Credits: 3
- FIN 601 - Financial Management and Markets Credits: 3
- MNGT 601 - Human Resource Management Credits: 3
- MNGT 611 - Leadership Skills and Organizational Behavior Credits: 3
- MKTG 601 - Marketing Strategies Credits: 3

Note(s):

Electives may be chosen from graduate courses not listed above, provided the chosen courses are approved in advance by the student's faculty advisor and by the MSIM program director.

Master of Science in Nursing, Acute Care Nurse Practitioner

Master of Science in Nursing

812/465-1154

Program Objectives

The College of Nursing and Health Professions offers a graduate program leading to the Master of Science in Nursing degree. The objectives of the program are to prepare nurses at an advanced practice level who demonstrate professional leadership and foster a research climate in the practice of nursing. The graduate of the master's degree program is a clinician, administrator, or educator who can:

- synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
- integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
- participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
- integrate knowledge of the legal, socioeconomic, political, cultural, and ethical forces that affect patient care and the healthcare environment into the role of the advanced practice nurse;
- function as an advocate, leader, and change agent to plan, implement, and evaluate healthcare in collaboration with other healthcare professionals, consumers, and policy makers; and
- provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.

The graduate nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D.C. 20036, 202/887-6791.

Specialties

The master's degree at the University of Southern Indiana offers the following specialty areas: Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP), Nursing Education (NED), and Nursing Management and Leadership (NML).

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by October 1 for spring admission and February 1 for fall admission. Applications are not reviewed until all materials have been received by the Graduate Nursing Admissions and Progression Committee. Applicants must be admitted to graduate study before their materials can be reviewed by the Graduate Nursing Admissions and Progression Committee. (See Office of Graduate Studies, Admission to Graduate Studies.)

Part-time study options are available. Students must contact the Graduate Nursing Office, by email or phone, for an individual advising session eight weeks after submitting admissions materials. The minimum criteria for admission to the Graduate Nursing Program are:

- a baccalaureate degree in nursing from an accredited school;
- minimum baccalaureate grade point average (GPA) of 3.0 on a 4.0 scale;
- satisfactory completion of a course in undergraduate statistics;
- unencumbered RN license;
- non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based) or APIEL score of 3 or ILELTS score of 6.
- successful completion of the application process to both the Office of Graduate Studies and the Graduate Nursing Program.
- One year of full time employment or equivalent as a registered nurse is strongly recommended.

Acute Care Nurse Practitioner (ACNP)

The acute care nurse practitioner acquires knowledge and experience to provide direct healthcare services to adults across the lifespan for the purposes of health promotion, health protection, disease prevention, and management of common acute and chronic illnesses. The acute care nurse practitioner works in a variety of clinical settings that include, but are not limited to, acute care hospitals, long-term care facilities, physician offices, urgent care centers, and ambulatory care centers. The population in acute care nurse practitioner practice consists of adults over the age of 18 years through the elderly. The acute care nurse practitioner focuses on adults across the lifespan experiencing acute and episodic chronic health problems. There are a total of 42 hours in the specialty with 705 clinical hours.

The acute care nurse practitioner graduate is prepared to

- synthesize knowledge from nursing theories, the humanities, and evidence-based scientific clinical guidelines to guide assessment of health status of adults across the lifespan;
- demonstrate advanced practice clinical decision making, integrating critical thinking, to interpret patient and diagnostic test data and formulate differential diagnoses and a plan of care for adults across the lifespan;
- design and implement a mutually agreed upon management plan and therapeutic interventions with adult patients and families across the lifespan;
- evaluate and revise the documented management plan based on patient/family findings, problems and expected outcomes of treatment;
- apply adult assessment methodologies and research findings to improve and evaluate the care of adult patients and families across the adult lifespan;
- advocate for patients and families to provide cost-effective, culturally competent, ethical, quality care in and across healthcare settings; and
- model responsibility for continued professional development, integrity, accountability, competence, and credentialing as an acute care nurse practitioner.

Curriculum

To achieve the master's degree, all students complete the nursing core courses. Students choosing the ACNP, FNP, and NED options also complete clinical core courses. Additional courses required in each specialty are indicated.

Graduate nursing clinical practice requirements may be completed in the student's own geographic area. Each student is responsible for identifying preceptors and clinical sites. Approval of each preceptor and clinical site must be obtained from faculty prior to beginning clinical hours. A written agreement with each agency is required prior to initiating clinical experiences. Students may be required to visit campus in order to demonstrate clinical competency. Faculty also will validate clinical competency through site visits and/or conference calls with preceptors and students. All students will be directly observed and evaluated at their clinical site by NP faculty at least once each semester. Students living within 125-mile radius of the University of Southern Indiana (USI) will be observed and evaluated by the full-time, USI NP faculty. Students living outside the 125 mile radius of USI will be observed and evaluated by the USI NP faculty or the clinical affiliate faculty. Clinical affiliate faculty will be located within reasonable proximity to the students living in the area. In order to satisfy the direct observation mandate, students living outside of the 125 mile radius of USI have the option of traveling to the practice site of the clinical affiliate faculty or traveling to the USI campus to be observed by the USI NP faculty. Students are responsible for all expenses incurred in satisfying the direct observation mandate.

Acute Care Nurse Practitioner

Nursing Core Courses (15 hours)

- NURS 602 - Evidence-based Practice for Advanced Nursing Credits: 3

- NURS 603 - Theoretical Foundations for Advanced Practice Nursing Credits: 3
- NURS 604 - Population Based Care and Health Policy Credits: 3
- NURS 606 - Nursing Leadership in Healthcare Systems Credits: 4

Clinical Core Courses (9 hours)

- NURS 617 - Advanced Concepts of Pathophysiology Credits: 3
- NURS 618 - Advanced Health Assessment for Advanced Practice Nurses Credits: 3
- NURS 622 - Clinical Pharmacology for Advanced Practice Nurses Credits: 3

Acute Care Nurse Practitioner (18 hours)

- NURS 674 - Management of Acutely Ill Adults I Credits: 6
- NURS 675 - Management of Acutely Ill Adults II Credits: 6
- NURS 676 - Management of Acutely Ill Adults III Credits: 6

Master of Science in Nursing, Family Nurse Practitioner

Master of Science in Nursing

812/465-1154

Program Objectives

The College of Nursing and Health Professions offers a graduate program leading to the Master of Science in Nursing degree. The objectives of the program are to prepare nurses at an advanced practice level who demonstrate professional leadership and foster a research climate in the practice of nursing. The graduate of the master's degree program is a clinician, administrator, or educator who can:

- synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
- integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
- participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
- integrate knowledge of the legal, socioeconomic, political, cultural, and ethical forces that affect patient care and the healthcare environment into the role of the advanced practice nurse;
- function as an advocate, leader, and change agent to plan, implement, and evaluate healthcare in collaboration with other healthcare professionals, consumers, and policy makers; and
- provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.

The graduate nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D.C. 20036, 202/887-6791.

Specialties

The master's degree at the University of Southern Indiana offers the following specialty areas: Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP), Nursing Education (NED), and Nursing Management and Leadership (NML).

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by October 1 for spring admission and February 1 for fall admission. Applications are not reviewed until all materials have been received by the Graduate Nursing Admissions and Progression Committee. Applicants must be admitted to graduate study before their materials can be reviewed by the Graduate Nursing Admissions and Progression Committee. (See Office of Graduate Studies, Admission to Graduate Studies.)

Part-time study options are available. Students must contact the Graduate Nursing Office, by email or phone, for an individual advising session eight weeks after submitting admissions materials. The minimum criteria for admission to the Graduate Nursing Program are:

- a baccalaureate degree in nursing from an accredited school;
- minimum baccalaureate grade point average (GPA) of 3.0 on a 4.0 scale;
- satisfactory completion of a course in undergraduate statistics;
- unencumbered RN license;
- non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based) or APIEL score of 3 or ILELTS score of 6.
- successful completion of the application process to both the Office of Graduate Studies and the Graduate Nursing Program.
- One year of full time employment or equivalent as a registered nurse is strongly recommended.

Family Nurse Practitioner (FNP)

The family nurse practitioner acquires a broad base of knowledge and experience to provide direct healthcare services to people of all ages for the purposes of health promotion, health protection, disease prevention, and management of common acute and chronic illnesses. The family nurse practitioner focuses on care of patients and families, and functions primarily in ambulatory care settings. The population in primary care family practice includes newborns, infants, children, adolescents, pregnant and postpartum women, adults, and the elderly. There are a total of 42 credit hours in the specialty with 665 clinical hours.

The family nurse practitioner graduate is prepared to

- synthesize knowledge from nursing theories, the humanities, and evidence-based scientific clinical guidelines to guide assessment of health status for patients of all ages;
- demonstrate advanced practice clinical decision making, integrating critical thinking, to interpret patient and diagnostic test data and formulate differential diagnoses and a plan of care for patients and families across the lifespan;
- design and implement a mutually agreed upon management plan and therapeutic interventions with patients and families across the lifespan;
- evaluate and revise the documented management plan based on patient/family findings, problems, and expected outcomes of treatment;
- apply family assessment methodologies and research findings to improve and evaluate the care of adult patients and families across the adult lifespan;
- advocate for patients and families to provide cost-effective, culturally competent, ethical, quality care in and across healthcare settings; and
- model responsibility for continued professional development, integrity, accountability, competence, and credentialing as a family nurse practitioner.

Curriculum

To achieve the master's degree, all students complete the nursing core courses. Students choosing the ACNP, FNP, and NED options also complete clinical core courses. Additional courses required in each specialty are indicated.

Graduate nursing clinical practice requirements may be completed in the student's own geographic area. Each student is responsible for identifying preceptors and clinical sites. Approval of each preceptor and clinical site must be obtained from faculty prior to beginning clinical hours. A written agreement with each agency is required prior to initiating clinical experiences. Students may be required to visit campus in order to demonstrate clinical competency. Faculty also will validate clinical competency through site visits and/or conference calls with preceptors and students. All students will be directly observed and evaluated at their clinical site by NP faculty at least once each semester. Students living within 125-mile radius of the University of Southern Indiana (USI) will be observed and evaluated by the full-time, USI NP faculty. Students living outside the 125 mile radius of USI will be observed and evaluated by the USI NP faculty or the clinical affiliate faculty. Clinical affiliate faculty will be located within reasonable proximity to the students living in the area. In order to satisfy the direct observation mandate, students living outside of the 125 mile radius of USI have the option of traveling to the practice site of the clinical affiliate faculty or traveling to the USI campus to be observed by the USI NP faculty. Students are responsible for all expenses incurred in satisfying the direct observation mandate.

Family Nurse Practitioner

Nursing Core Courses (15 hours)

- NURS 602 - Evidence-based Practice for Advanced Nursing Credits: 3
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing Credits: 3
- NURS 604 - Population Based Care and Health Policy Credits: 3

- NURS 606 - Nursing Leadership in Healthcare Systems Credits: 4

Clinical Core Courses (9 hours)

- NURS 617 - Advanced Concepts of Pathophysiology Credits: 3
- NURS 618 - Advanced Health Assessment for Advanced Practice Nurses Credits: 3
- NURS 622 - Clinical Pharmacology for Advanced Practice Nurses Credits: 3

Family Nurse Practitioner (18 hours)

- NURS 654 - Primary Care Nursing of Families I Credits: 6
- NURS 655 - Primary Care Nursing of Families II Credits: 6
- NURS 656 - Family Nurse Practitioner Practicum Credits: 6

Master of Science in Nursing, Nursing Education

Master of Science in Nursing

812/465-1154

Program Objectives

The College of Nursing and Health Professions offers a graduate program leading to the Master of Science in Nursing degree. The objectives of the program are to prepare nurses at an advanced practice level who demonstrate professional leadership and foster a research climate in the practice of nursing. The graduate of the master's degree program is a clinician, administrator, or educator who can:

- synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
- integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
- participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
- integrate knowledge of the legal, socioeconomic, political, cultural, and ethical forces that affect patient care and the healthcare environment into the role of the advanced practice nurse;
- function as an advocate, leader, and change agent to plan, implement, and evaluate healthcare in collaboration with other healthcare professionals, consumers, and policy makers; and
- provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.

The graduate nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D.C. 20036, 202/887-6791.

Specialties

The master's degree at the University of Southern Indiana offers the following specialty areas: Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP), Nursing Education (NED), and Nursing Management and Leadership (NML).

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by October 1 for spring admission and February 1 for fall admission. Applications are not reviewed until all materials have been received by the Graduate Nursing Admissions and Progression Committee. Applicants must be admitted to graduate study before their materials can be reviewed by the Graduate Nursing Admissions and Progression Committee. (See Office of Graduate Studies, Admission to Graduate Studies.)

Part-time study options are available. Students must contact the Graduate Nursing Office, by email or phone, for an individual advising session eight weeks after submitting admissions materials. The minimum criteria for admission to the Graduate Nursing Program are:

- a baccalaureate degree in nursing from an accredited school;
- minimum baccalaureate grade point average (GPA) of 3.0 on a 4.0 scale;
- satisfactory completion of a course in undergraduate statistics;
- unencumbered RN license;
- non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based) or APIEL score of 3 or ILEELTS score of 6.
- successful completion of the application process to both the Office of Graduate Studies and the Graduate Nursing Program.
- One year of full time employment or equivalent as a registered nurse is strongly recommended.

Nursing Education (NED)

The Nursing Education specialty prepares the nurse to be an educator in schools of nursing or healthcare institution with skills in curriculum development and implementation, teaching strategies for the classroom and clinical setting, and measurement of student and program outcomes. There are a total of 39 hours in the specialty.

The nursing education graduate is prepared to

- integrate the roles of faculty scholarship, teaching, and service;
- formulate learning objectives, learning strategies, and activities in relationship to theories of teaching and learning;
- facilitate relationships between students and clinical agencies demonstrating an expertise in nursing and the ability to influence change;
- advocate for students and develop mutual respect through advising, counseling, understanding diversity, conveying a sense of caring and serving as a preceptor and role model;
- integrate into the role of a faculty member participation in institutional committees and leadership to the school, institution, and the profession;
- disseminate knowledge of teaching expertise through publication and presentation of innovative teaching methods and outcomes of scholarly work; and
- integrate innovative and creative teaching strategies that consider increasing use of technology in education, changing perspectives on teaching and learning, and the needs of a global society.

Curriculum

To achieve the master's degree, all students complete the nursing core courses. Students choosing the ACNP, FNP, and NED options also complete clinical core courses. Additional courses required in each specialty are indicated.

Graduate nursing clinical practice requirements may be completed in the student's own geographic area. Each student is responsible for identifying preceptors and clinical sites. Approval of each preceptor and clinical site must be obtained from faculty prior to beginning clinical hours. A written agreement with each agency is required prior to initiating clinical experiences. Students may be required to visit campus in order to demonstrate clinical competency. Faculty also will validate clinical competency through site visits and/or conference calls with preceptors and students. All students will be directly observed and evaluated at their clinical site by NP faculty at least once each semester. Students living within 125-mile radius of the University of Southern Indiana (USI) will be observed and evaluated by the full-time, USI NP faculty. Students living outside the 125 mile radius of USI will be observed and evaluated by the USI NP faculty or the clinical affiliate faculty. Clinical affiliate faculty will be located within reasonable proximity to the students living in the area. In order to satisfy the direct observation mandate, students living outside of the 125 mile radius of USI have the option of traveling to the practice site of the clinical affiliate faculty or traveling to the USI campus to be observed by the USI NP faculty. Students are responsible for all expenses incurred in satisfying the direct observation mandate.

Nursing Education

Nursing Core Courses (15 hours)

- NURS 602 - Evidence-based Practice for Advanced Nursing Credits: 3
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing Credits: 3
- NURS 604 - Population Based Care and Health Policy Credits: 3
- NURS 606 - Nursing Leadership in Healthcare Systems Credits: 4

Clinical Core Courses (9 hours)

- NURS 617 - Advanced Concepts of Pathophysiology Credits: 3
- NURS 621 - Clinical Pharmacology for Nurse Educators Credits: 3
- NURS 628 - Advanced Health Assessment for Nurse Educators Credits: 3

Nursing Education (15 hours)

- NURS 671 - Curriculum Development for the Nurse Educator Credits: 5
- NURS 672 - Teaching Strategies for the Nurse Educator Credits: 5
- NURS 673 - Evaluation Strategies for the Nurse Educator Credits: 5

Master of Science in Nursing, Nursing Management and Leadership

Master of Science in Nursing

812/465-1154

Program Objectives

The College of Nursing and Health Professions offers a graduate program leading to the Master of Science in Nursing degree. The objectives of the program are to prepare nurses at an advanced practice level who demonstrate professional leadership and foster a research climate in the practice of nursing. The graduate of the master's degree program is a clinician, administrator, or educator who can:

- synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
- integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
- participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
- integrate knowledge of the legal, socioeconomic, political, cultural, and ethical forces that affect patient care and the healthcare environment into the role of the advanced practice nurse;
- function as an advocate, leader, and change agent to plan, implement, and evaluate healthcare in collaboration with other healthcare professionals, consumers, and policy makers; and
- provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.

The graduate nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D.C. 20036, 202/887-6791.

Specialties

The master's degree at the University of Southern Indiana offers the following specialty areas: Acute Care Nurse Practitioner (ACNP), Family Nurse Practitioner (FNP), Nursing Education (NED), and Nursing Management and Leadership (NML).

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by October 1 for spring admission and February 1 for fall admission. Applications are not reviewed until all materials have been received by the Graduate Nursing Admissions and Progression Committee. Applicants must be admitted to graduate study before their materials can be reviewed by the Graduate Nursing Admissions and Progression Committee. (See Office of Graduate Studies, Admission to Graduate Studies.)

Part-time study options are available. Students must contact the Graduate Nursing Office, by email or phone, for an individual advising session eight weeks after submitting admissions materials. The minimum criteria for admission to the Graduate Nursing Program are:

- a baccalaureate degree in nursing from an accredited school;
- minimum baccalaureate grade point average (GPA) of 3.0 on a 4.0 scale;
- satisfactory completion of a course in undergraduate statistics;
- unencumbered RN license;

- non-native speakers of English must provide an official report confirming a TOEFL score of 525 (paper test) or 71 (Internet based) or APIEL score of 3 or ILELTS score of 6.
- successful completion of the application process to both the Office of Graduate Studies and the Graduate Nursing Program.
- One year of full time employment or equivalent as a registered nurse is strongly recommended.

Nursing Management and Leadership (NML)

The Nursing Management and Leadership specialty prepares the nurse to assume a nursing management or leadership role in the healthcare environment. Emphasis will be placed on the integration of finance, business management, information management, and marketing resources management evaluation into the nursing management and leadership roles. There are a total of 39 hours in the specialty.

The nursing management and leadership graduate is prepared to

- integrate critical thinking skills in complex, multi-dimensional nursing management and leadership situations through the use of economic, finance, marketing, and administration theories and principles;
- analyze the use of management and leadership principles and quality management skills in the healthcare organizations;
- advance nursing knowledge through research in nursing management, leadership, and healthcare policy;
- incorporate global influences and the use of information and communication technology into the nursing management and leadership role; and
- integrate legal and ethical standards, professional values, and lifelong learning into the nursing management and leadership role.

Curriculum

To achieve the master's degree, all students complete the nursing core courses. Students choosing the ACNP, FNP, and NED options also complete clinical core courses. Additional courses required in each specialty are indicated.

Graduate nursing clinical practice requirements may be completed in the student's own geographic area. Each student is responsible for identifying preceptors and clinical sites. Approval of each preceptor and clinical site must be obtained from faculty prior to beginning clinical hours. A written agreement with each agency is required prior to initiating clinical experiences. Students may be required to visit campus in order to demonstrate clinical competency. Faculty also will validate clinical competency through site visits and/or conference calls with preceptors and students. All students will be directly observed and evaluated at their clinical site by NP faculty at least once each semester. Students living within 125-mile radius of the University of Southern Indiana (USI) will be observed and evaluated by the full-time, USI NP faculty. Students living outside the 125 mile radius of USI will be observed and evaluated by the USI NP faculty or the clinical affiliate faculty. Clinical affiliate faculty will be located within reasonable proximity to the students living in the area. In order to satisfy the direct observation mandate, students living outside of the 125 mile radius of USI have the option of traveling to the practice site of the clinical affiliate faculty or traveling to the USI campus to be observed by the USI NP faculty. Students are responsible for all expenses incurred in satisfying the direct observation mandate.

Nursing Management and Leadership

Nursing Core Courses (15 hours)

- NURS 602 - Evidence-based Practice for Advanced Nursing Credits: 3
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing Credits: 3
- NURS 604 - Population Based Care and Health Policy Credits: 3
- NURS 606 - Nursing Leadership in Healthcare Systems Credits: 4

Nursing Management and Leadership (24 hours)

- NURS 624 - Economic Policies in Nursing and Healthcare Credits: 3
- NURS 625 - Marketing and Competitive Strategies in Nursing and Healthcare Credits: 3
- NURS 605 - Healthcare Informatics for Advanced Nursing Practice Credits: 3
- NURS 631 - Individual and Group Behavior in Nursing and Healthcare Organizations Credits: 3
- NURS 632 - Administration of Nursing and Healthcare Organizations Credits: 3

- NURS 633 - Human Resources Management in Nursing and Healthcare Credits: 3
- NURS 634 - Financial Management in Nursing and Healthcare Organizations Credits: 3
- NURS 635 - Business of Nursing Credits: 3

Electives

- NURS 570 - Special Topics in Nursing Credits: 1-3
- NURS 574 - Perioperative Nursing Credits: 3
- NURS 576 - Cardiovascular Surgical Nursing Credits: 3
- NURS 578 - Rehabilitation Nursing Credits: 3
- NURS 582 - Oncology Nursing Credits: 3
- HP 535 - Eastern Medicine: Integrative Complementary Healthcare Credits: 3
- HP 585 - Epidemiology Credits: 3

Master of Science in Occupational Therapy

812/465-1179

Program Objectives

The purpose of the Master of Science in Occupational Therapy (MSOT) curriculum is to prepare graduates for employment in shifting practice arenas of healthcare, education, industry, and community. This graduate program prepares students for advanced practice and is designed to meet such needs.

Admission Requirements

Entry is intended for individuals who wish to become occupational therapists. USI students must complete the Bachelor of Science degree (occupational therapy major) followed by the Master of Science in Occupational Therapy (MSOT) degree in a curriculum design known in the occupational therapy profession as a combined BS/MS curriculum. USI students must complete the requirements of both degrees to be eligible to take the *Occupational Therapist Registered® Certification Examination* administered by the National Board for Certification in Occupational Therapy (NBCOT). For specifics about the combined BS/MS curriculum in occupational therapy, see the Occupational Therapy Major, B.S./M.S.O.T (undergraduate) component of the College of Nursing and Health Professions section in this bulletin.

To be considered for admission to the graduate level courses of the MSOT program, the applicant must:

- complete the undergraduate BS degree with emphasis in occupational therapy;
- have a cumulative GPA of 3.0 on a 4.0 scale in previous academic work;
- meet all MSOT prerequisite requirements;
- submit to the Office of Graduate Studies a completed USI Graduate Application Form; and
- submit to the Office of Graduate Studies a \$25 non-refundable graduate application fee made payable to USI.

The MSOT curriculum prepares students for practice as a generalist in the occupational therapy profession. Didactic and clinical education are integrated into the curriculum. Students participate in various courses including 24 weeks of full-time level II field work in which they are supervised by a currently licensed or credentialed occupational therapist. Additionally, students perform a 120-hour specialized role internship in their particular area of interest as an educator, researcher, administrator, consultant, or clinician.

Curriculum

- OT 671 - Occupational Therapy Leadership Credits: 4
- OT 683 - Advanced Occupational Therapy Research Strategies Credits: 3
- OT 690 - Special Topics Credits: 2
- OT 692 - Specialized Evaluation Strategies Credits: 4
- OT 696 - Professional Fieldwork I Credits: 6
- OT 697 - Professional Fieldwork II Credits: 6
- OT 698 - Specialized Role Internship Seminar Credits: 2

- OT 699 - Occupational Therapy Synthesis Credits: 5

Master of Social Work

812/464-1843

Program Objectives

The mission of the University of Southern Indiana MSW program is to prepare students with the knowledge, skills, and values for advanced social work practice with diverse populations and emerging social issues. The MSW program prepares students for competency-based practice utilizing the systems model for planned change through generalist and advanced social work practice. In response to evolving community needs, the department has developed a solid clinical concentration and an optional School Social Work Specialization program.

The Department of Social Work offers both full-time and part-time graduate programs leading to the Master of Social Work (MSW) degree. The MSW program is fully accredited by the Council on Social Work Education.

The program offers admission to advanced standing and nonsocial work majors. Applicants for the advanced standing programs must have a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education. All other applicants, including non-social work majors, must have a bachelor's degree from an accredited college or university in a field other than social work. Several possible courses of study are available. Not all options are offered every year. Applicants are advised to consult the MSW program information available on the web site at www.usi.edu/socialwork/index.asp

Admission Requirements

All requests concerning admission to the MSW program should be addressed to the Social Work Department, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712. Send a message to www.usi.edu/socialwork or telephone 812/464-1843 to request information. Students may find instructions and application materials on the web page at www.usi.edu/socialwork. Each student must apply to both the Office of Graduate Studies and the Social Work Department. Admission decisions for the MSW program are based on a review of past academic performance, relevant work and/or volunteer experience, letters of recommendation, a personal statement, written academic or professional work, and an admission interview when required. March 1 is the deadline for submission of the application. When the application deadline falls on a weekend, the application will be due the next business day. Applications will be reviewed when all materials have been received by the Social Work Department MSW Admissions Committee. Students should note the MSW program admits students in the fall semester only. The minimum criteria for admission to the MSW program are:

- admission to Graduate Studies;
- an earned bachelor's degree from an accredited college or university prior to registration for MSW courses;
- evidence of good standing (verification forms available from the Social Work Department) of students transferring from other graduate programs; and
- completion of the following prerequisite requirements with a grade of C or better in each course.

Applicants may enroll in these courses during the time in which their MSW applications are being evaluated; however, the following prerequisite requirements must be met by the first day of the semester a student begins the program. All offers of admission are conditional upon the completion of these prerequisites. Any exceptions are handled on an individual basis.

- 18 hours of social/behavioral sciences including one social science research foundation course and one social science statistics foundation course. The research and statistics courses must have been completed within 10 years of beginning the MSW program;
- prerequisite course content older than 10 years will be reviewed for currency. Applicants may be required to validate these courses to ensure adequate preparation for the MSW program of study. An applicant can have a course validated by submitting a course description from the catalogue during the year in which the course was taken and, if possible, a course syllabus;
- deficiencies in these prerequisites must be rectified before the student is eligible to be fully admitted into the MSW program;
- an overall 2.8 GPA on a 4.0 scale on all undergraduate work completed; or a 3.0 GPA on the last 60 credit hours, or equivalent, taken in the undergraduate program. Rare exceptions may be made on a case-by-case basis;
- evidence of writing skills compatible with graduate-level standards. All written products submitted will be evaluated;
- evidence of potential to develop into a sound professional social worker. A personal interview and/or additional evaluative data may be required of applicants;
- international students will be required to meet additional requirements, e.g., a score of 550 on the paper-based TOEFL (Test of English as a Foreign Language) or 213 on the computer-based TOEFL, an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate work; Supplemental

Information Form for international students which includes a financial summary stating amounts and sources of support for the duration of study; and an international student transfer form if attending another school in the United States; and

- successful completion of the application process.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work course or field content. It is the applicant's responsibility to provide all required materials to the Department of Social Work by the application deadline.

Advanced Standing Requirements

Students who have earned undergraduate degrees in social work from programs accredited by the Council on Social Work Education (CSWE) may be eligible for advanced standing. To be considered, they must have met the requirements listed above, and the following additional requirements must be met.

- Graduation within the last five years with a BSW from an undergraduate program accredited (or admitted to candidacy) by the Council on Social Work Education. A student who is in a program admitted to candidacy must submit one copy of all social work course syllabi for review.
- An overall 3.0 GPA on a 4.0 scale on all undergraduate work completed; or a 3.0 GPA in the last 60 credit hours, or equivalent, taken in the undergraduate program. Rare exceptions may be made on a case-by-case basis.
- Applicants must have satisfactorily completed a minimum of 400 hours of generalist-based field instruction in direct practice with individuals, families, groups, and communities under appropriate social work supervision.

Advanced standing students will have transcripts and/or program content evaluated to determine if foundation content has been met. Students may be required to present copies of course descriptions, course syllabi, and/or assignments in order to document that appropriate content has been covered in their previous course of study.

Indiana Public Law 11-1994 and MSW Admission

In order to fully comply with Indiana Public Law 11-1994 (conviction of sexual offenses against children), the Department of Social Work will conduct a criminal history check of students requesting admission to the Master of Social Work program. This check will be conducted at the point of admission and upon entering the field placement. A student who has been convicted of sex offenses against children as identified in P. L. 11-1994 will not be granted admission to or allowed to continue in the Master of Social Work program.

Individuals who were convicted of such crimes outside of the state of Indiana are required to report their intent to reside more than seven days in the area within Indiana to local law enforcement authorities having jurisdiction in the area of intended residence.

Application Review

Admission decisions for the MSW program are based on evidence of:

- demonstrated academic competency through previous academic work;
- a commitment to social work values and ethics;
- a basic understanding of the social work profession;
- emotional maturity, stable mental/emotional processes;
- good writing skills (the written materials submitted are evaluated on punctuation, spelling, grammar, syntax, organization, and the ability to clearly express ideas);
- critical thinking and analytic ability, including evidence of good judgment;
- relevant work and/or volunteer experience;
- successful completion of required course prerequisites;
- potential to develop into a sound professional social worker (a personal interview and/or additional evaluative data may be required of applicants); and
- references (students are encouraged to review the reference form and select individuals who will be able to answer a majority of the questions asked. References from faculty, supervisors in employment or volunteer positions, and individuals with professional knowledge of social work or human services are preferred).

Applications are not reviewed until all materials have been received by the Department of Social Work. Students will be notified when the application is complete. A student may be fully admitted to the program due to completion of all requirements, admitted on a conditional status, or admitted on a probationary status. A student who is denied admission may appeal in writing to the Admissions Committee. If the appeal is denied by the committee, the applicant may appeal the decision to the chair of the Department of Social Work. All information submitted during the application process becomes the property of the Department of Social Work and will be kept confidential.

Curriculum

The MSW program and options are available on the web site at www.usi.edu/socialwork/index.asp

Course Descriptions

ACCT 201 - Accounting Principles I

Credits: 3

Required: Business Core requirement for all business majors. A study of the principles of financial accounting and reporting as they relate to today's business environment. Both the procedures used and the concepts upon which they are based will be studied. Prerequisite(s): CIS 151 or CIS 261, MATH 111, and must have completed at least 24 credit hours. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPO 1801.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ACCT 202 - Accounting Principles II

Credits: 3

Required: Business Core requirement for all business majors. Business Core requirement for all business majors. A study of managerial accounting information as it is used by managers in various types of business organizations. The emphasis is on the development, interpretation, and application of managerial accounting for planning activities, controlling operations, and making decisions. Prerequisite(s): ACCT 201. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPO 1802.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su

ACCT 303 - Intermediate Accounting I

Credits: 3

Required: Required for all accounting majors. An intensive study and application of Generally Accepted Accounting Principles (GAAP) for asset valuation, income measurement, and financial statement presentation for business organizations, including the processes through which GAAP has evolved. The emphasis in this course is on the basic financial statements and related footnotes, the time value of money, the valuation and presentation of assets, current liabilities, and related income statement accounts, and other special accounting topics. Prerequisite(s): ACCT 201, and ACCT 202. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ACCT 304 - Intermediate Accounting II

Credits: 3

Required: Required for all accounting majors. A continuation of the intensive study and application of GAAP begun in ACCT 303. The emphasis in this course is on the valuation and presentation of long-term liabilities, stockholders equity, revenue, and related income statement accounts, footnote disclosures required by GAAP, and other special accounting topics. Prerequisite(s): ACCT 303. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su

ACCT 311 - Introduction to Federal Income Taxation

Credits: 3

Required: Required for all accounting majors. An introduction to federal tax theory and practice as applied to business entities. The emphasis is on the examination of the role of taxation in society (legal, social, economic), procedural rules and their application, and tax planning techniques. Prerequisite(s): ACCT 202 and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su

ACCT 315 - Cost Accounting

Credits: 3

Required: Required for all accounting majors. The theory and practice of cost accounting with emphasis on its use for planning and control. It builds on the concepts of budgeting, standards, and profitability analysis introduced in ACCT 202. Prerequisite(s): ACCT 202 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su

ACCT 390 - Individual Taxation Practicum

Credits: 3

This course provides students with the opportunity to serve the local community by preparing federal and state individual tax returns for low-income taxpayers, nonresident taxpayers, and other students. Students will gain hands-on experience in the operation of a Volunteer Income Tax Assistant site. Upon successful completion of the course, students will be able to use tax preparation software, interview clients, research tax issues, and perform quality reviews of prepared income tax returns. Prerequisite(s): ACCT 311 or consent of instructor. Repeatability: This course is repeatable for up to six hours of credit. Expanded responsibilities including some training and supervision of other students, will be expected of students who repeat the course. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ACCT 401 - Advanced Accounting

Credits: 3

An intensive study of the theory and application of Generally Accepted Accounting Principles (GAAP) for specific advanced financial accounting entities, problems, and issues. Areas of emphasis include consolidated financial statements, accounting for investments in non-consolidated entities, segment and interim reporting, international accounting and reporting issues, not-for-profit accounting (including governmental accounting), and other special accounting problems and topics. Prerequisite(s): ACCT 303 and ACCT 304. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp

ACCT 411 - Advanced Federal Taxation

Credits: 3

A study of federal income tax as it relates to business entities, transfer taxes, and wealth planning. A review of Internal Revenue Code provisions and regulations will be made on topics relevant to tax professionals. This course builds on information learned in ACCT 311. Prerequisite(s): ACCT 311. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp

ACCT 413 - Accounting Information Systems

Credits: 3

Required: Required for all accounting majors. A study of organizations, their activities and processes, and the information needs of organizational stakeholders. The course emphasizes accounting data flows, the tools of designing accounting information systems, the use of computer technology in processing accounting transactions, and knowledge of internal control structures in effective accounting information systems. Prerequisite(s): ACCT 303 and senior standing or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp

ACCT 415 - Auditing Theory and Practice

Credits: 3

Required: Required for all accounting majors. An overview of auditing as it is practiced in the USA. Emphasis is placed on understanding the functions of an audit, the ethical and professional standards that apply to auditors, legal liability issues, and the concepts of risk analysis, risk-based auditing, and statistical sampling. Prerequisite(s): ACCT 303 and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp

ACCT 416 - Advanced Cost Accounting

Credits: 3

This course builds on the information learned in ACCT 315. It addresses the theory and practice of cost accounting with emphasis on cost allocation, joint products, transfer pricing, segment performance evaluation, accounting decision models and managerial accounting problems. Prerequisite(s): ACCT 315. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F

ACCT 422 - Financial Report and Analysis

Credits: 3

Provides an understanding of the regulatory environment in which financial reporting and auditing take place in the USA. The course examines changes in the auditing profession over the past 25 years that contributed to the ethical and professional lapses associated with a number of financial failures (Enron, WorldCom, etc.), ethical challenges facing CPAs, current controversial issues in financial reporting, and an introduction to fraud auditing and forensic accounting. Prerequisite(s): ACCT 415 (may be taken concurrently with consent of instructor). Lab Fees: F

ACCT 431 - CPA Review

Credits: 3

A review of current developments in accounting theory and practice with a study of approaches to the solution of problems on the CPA examination. Enrollment limited to senior-level accounting majors and practicing accountants. NOTE: Auditing of this course is not permitted. Prerequisite(s): Consent of instructor.

ACCT 451 - Accounting for Investments I: Equity and Alternative Assets

Credits: 3

This course is the first in a two-course sequence and focuses on equity instruments and alternative assets as well as derivative instruments such as options or futures that are linked to equity instruments. This course also provides students with the technical skills and knowledge to analyze and report emerging new financial instruments for which there may not be a clear regulation. Prerequisite(s): FIN 433

ACCT 452 - Accounting for Investments II: Debt and Interest Rate Instruments

Credits: 3

This course is the second in this two-course sequence and focuses on accounting for fixed income securities and interest rate derivatives, private equity, managed futures, and some categories of real assets such as real estate. This course also provides students with the technical skills and knowledge to analyze and report new financial instruments for which there may not be a clear regulation. Prerequisite(s): FIN 433 and ACCT 451

ACCT 461 - Investment Accounting Operations, Regulations, and Compliance

Credits: 3

This course will explore accounting disclosure rules, regulatory, and compliance issues associated with alternative investments, such as investments on hedge funds, private equity funds, venture capital funds, real estate, and commodities, either directly or through funds of funds. The course will focus on operational aspects of alternative investments, emphasizing practical applications and providing opportunities for "hands-on" experiences. Prerequisite(s): FIN 305

ACCT 501 - Survey of Accounting

Credits: 3

A survey of basic accounting techniques for graduate students who have not previously had an accounting course. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ACCT 601 - Seminar in Management Accounting

Credits: 3

A study of management accounting and its use to aid in planning, controlling, and evaluating operations. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ACCT 602 - Seminar in Financial Accounting

Credits: 3

A seminar course devoted to the conceptual and theoretical aspects of financial accounting, the economic environment of accounting, and the application of the conceptual framework to practice problems.

ACCT 603 - Seminar in Federal Taxation

Credits: 3

This course provides an in-depth study of selected taxation issues faced by business entities. A review of the Internal Revenue Code provisions and regulations will be made on those topics that are relevant to today's tax professional but generally beyond the scope of undergraduate taxation courses.

ACCT 604 - Seminar in Accounting Information Systems

Credits: 3

An examination of current issues related to accounting information systems that are confronting the accounting profession.

ACCT 605 - Seminar in Auditing

Credits: 3

Examination of current trends in auditing and analysis of major issues confronting the auditing profession.

ACCT 698 - Accounting Internship

Credits: 3

A cooperative work-study program designed to create a work situation where advanced business/accounting courses are made meaningful as a result of the perspective gained from professional experience. This class is restricted to students who are recent graduates or who are changing careers. No more than three credit hours of internship credit may be applied toward the degree requirements. Grades assigned as Satisfactory or Unsatisfactory only.

ACCT 699 - Independent Study

Credits: 1-3

Independent study of a topic or problem in accounting not otherwise covered in the curriculum. Prerequisite(s): consent of MSA director.

ASBE 291 - Desktop Publishing and Web Design

Credits: 3

Designed to acquaint students with the preparation and design of materials for desktop publishing and Web page, combining text processing with graphics. A hands-on instructional approach along with experience in processing and presentation graphics. Prerequisite(s): CIS 261.

ASBE 471 - Principles and Philosophy of Vocational Education

Credits: 3

Fundamental philosophy, principles, and objectives of vocational education related to the needs of the beginning vocational instructor. Consideration of the various service areas, including wage-earning and non-wage-earning vocational areas, as a foundation for career decisions or further study.

ASBE 481 - In-School Laboratory Programs in Vocational Education

Credits: 3

Special techniques and knowledge needed to teach and manage in-school laboratory programs in vocational education. Consideration for the beginning or advanced vocational instructor as he/she operates within the LEA and business community. Prerequisite(s): BSED 397 or equivalent.

ASBE 498 - Techniques of Coordinating Cooperative Education

Credits: 3

The coordination responsibilities of a cooperative vocational education coordinator in his/her relationships to school, parents, students, advisory committees, business, industry, and government will be identified and applied.

ASBE 603 - Workshop in Economic Education

Credits: 3

Covers basic economic concepts and includes teaching techniques that can be used to integrate these concepts into various courses in the school curricula. Designed for teachers who are not specialists in economics.

ASBE 690 - Special Topics

Credits: 1-3

A study of contemporary topics or innovative developments in business and/or economic education.

ASBE 695 - Special Topics: Faculty in the Factory Internship

Credits: 3

This course focuses on arranged student/teacher internship experiences that identify the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies in the workplace. Curriculum materials and instructional strategies are developed for the infusion of SCANS competencies into tech prep and academic curricula. Prerequisite(s): consent of instructor.

ADV 101 - Introduction to Advertising

Credits: 3

Lecture materials and discussions will focus on all facets of advertising from the client's, the consumer's, and the creator's viewpoints. Methods and techniques used in print and audio/visual media will be studied. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.**ADV 335 - Advertising Strategy**

Credits: 3

Background in and understanding of the principles in advertising and using strategic reasoning to apply those principles to solve problems and make strategic advertising decisions. Prerequisite(s): ADV 101 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.**ADV 342 - Advertising Design**

Credits: 3

A study of the techniques of market analysis, product strategy, copy writing, layout and design, and concept development for advertising. Prerequisite(s): ADV 101 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ADV 343 - Media Planning**

Credits: 3

The course treats researching media options, developing a media plan, and learning how to implement the plan. It includes identifying target audiences, the media they use, the cost efficiency of the media, and determining the costs of the total plan. Prerequisite(s): ADV 101 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better) and core math or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ADV 346 - Special Events and Promotion**

Credits: 3

This course examines the elements of a highly specialized form of advertising, specifically the event planning process, creative brainstorming, budgeting, overcoming obstacles, attracting sponsorships, soliciting volunteers, and evaluations. Prerequisite(s): ADV 342 (grade of C or better) or PRL 364 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.**ADV 347 - Advertising Copywriting**

Credits: 3

A study of the principles and practices of writing effective commercial messages for media such as magazines, newspapers, billboards, direct mail, directories, and other promotional copy. It includes studies of message elements; the role of research in developing message strategies; the creative process; and clear, effective, and persuasive copywriting. Prerequisite(s): ADV 101 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better) or core equivalent. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Su.**ADV 400 - Independent Study in Advertising**

Credits: 3

Designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of advertising. A maximum of six hours of ADV 400 may be taken; only three may be taken in any one semester. Students wishing to take independent study courses in the advertising curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications; 2) No more than three hours of Advertising 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prerequisite(s): 21 hours of communications (grades of C or better), upper-division status, and written consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.**ADV 440 - Advanced Advertising Campaigns**

Credits: 3

To refine campaign skills to be used as a competition class for the American Advertising Federation. Prerequisite(s): consent of instructor. Repeatability: May be taken twice. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.**ADV 441 - Seminar in Integrated Marketing Communications**

Credits: 3

Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Prerequisite(s): senior standing and PRL 101 (grade of C or better) or ADV 101 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better) and MKTG 201 or MKTG 305. Cross-Listed: Cross-listed with PRL 461 and MKTG 461; may be taken only once as one of these courses. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ADV 444 - Strategic Campaigns

Credits: 3

Advanced study in the creation and implementation of advertising campaigns. Students will study the evolution of ad campaigns, the various forms of advertising, and local and national ad campaigns. Students also will practice targeting the audience, creating the advertising concept, and selecting media buys and budgeting. Prerequisite(s): ADV 335 (grade of C or better) and nine hours of advertising. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ADV 446 - Seminar in Advertising

Credits: 3

A capstone course involving the study of the origins and effects of modern advertising and how advertising works on individuals and society. Students will conduct their own inquiries through individual projects designed to make them consider the nature of needs and how to design, advertise, and satisfy them. Prerequisite(s): ADV 342 (grade of C or better) or PRL 364 (grade of C or better) and 15 hours in major completed. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ADV 498 - Internship in Advertising

Credits: 3

Offers students job experience in advertising through a minimum of 150 hours of supervised professional work. Prerequisite(s): junior standing and consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ADV 499 - Special Topics

Credits: 3

Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Prerequisite(s): junior standing. Repeatability: Course may be repeated once if the topic is different from the one previously taken.

ANTH 111 - Introduction to World Cultures

Credits: 3

This course explores the human condition from a cross-cultural perspective and introduces the basic concepts, theories, and methodologies of cultural anthropology. Meets The University Core Curriculum C5: Global Communities category. Meets IN Statewide Core.

ANTH 121 - Introduction to Archaeology

Credits: 3

An introduction to archaeological methods, concepts, and theories, and their application in the investigation, reconstruction, and interpretation of both prehistoric and historic cultures. Students will learn what archaeologists do and how they discover what life was like in the past. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. Meets IN Statewide Core.

ANTH 131 - Introduction to Physical Anthropology

Credits: 3

This course examines fundamental aspects of a physical nature of humans and human variability. It selectively reviews the long record of human biological adaptations that have existed from the appearance of the earliest Hominids up to the development of anatomically modern forms. Topics include principles of evolution, human variation and adaptability, non-human primate behavior, non-human osteology (study of the skeleton), and the human fossil record. Meets The University Core Curriculum C3: Science category. Meets IN Statewide Core.

ANTH 200 - Special Topics in Anthropology

Credits: 3

A study of selected topics of current interest and importance in anthropology. These topics will vary in accordance with the interests of the students and faculty. Repeatability: Students may repeat the course without limit as the topic changes.

ANTH 211 - Introduction to Forensic Anthropology

Credits: 3

This course examines the fields of forensic anthropology and human osteology. It places emphasis on field recovery techniques, management of the death scene, estimation of time since death, and cause and manner of death. In addition, students will learn human osteology and its application to human identification in legal contexts. Prerequisite(s): BIOL 105 or BIOL 133 or BIOL 141, or permission of instructor.

ANTH 221 - Archaeology: Fact and Fiction

Credits: 3

This course will investigate popular myths about the past, such as the lost continent of Atlantis and ancient alien astronauts. Students will learn to distinguish facts from fiction, understand how archaeologists know what they know, and more generally, learn how to check what we hear. Prerequisite(s): ANTH 121.

ANTH 235 - American Life

Credits: 3

This course explores both differences and commonalities, and what defines "American" despite the nation's diversity. The United States is made up of diverse peoples, more-or-less bound together by a common government, laws, and economy and family histories reach into many different ethnic groups and traditions. Prerequisite(s): ANTH 111.

ANTH 241 - The Supernatural

Credits: 3

Religious belief is a cultural universal -- all peoples have some form of belief in the supernatural. Though there are very few specific beliefs that all religions share, there are a number of common ways in which humans relate to and interact with the supernatural. This course will examine religion from a worldwide perspective, drawing upon examples from many areas of the globe. Prerequisite(s): ANTH 111.

ANTH 322 - Cultural Ecology

Credits: 3

The natural environment provides both opportunities and limitations on human culture. It is a major contributing factor in the way particular cultures develop over time, in terms of subsistence patterns, technology, and socio-political structure. Students will examine the concept of cultural ecology, tracing its history in anthropology to the present day. Prerequisite(s): ANTH 111 and junior standing.

ANTH 323 - Native Peoples of North America

Credits: 3

The ethnography of Native North American cultures through a detailed study of representative tribal units by cultural areas. The course includes an examination of historic native cultures from first contact with Europeans to the role of North American Indian populations as an important ethnic group in modern American life. Prerequisite(s): ANTH 111 and junior standing.

ANTH 324 - Peoples of Asia

Credits: 3

An introduction to the diverse cultures of Asia through the reading of ethnography and other relevant anthropological literature. Emphasis will be placed on such topics as belief systems, ethnic identity, marriage, kinship, and social organization. ANTH 111 Prerequisite(s): ANTH 111 and junior standing.

ANTH 325 - Peoples of Latin America

Credits: 3

This course provides students with an introduction to the ethnography and ethnology of Latin America, examining the cultural diversity present in Latin America while also looking at the commonalities among its diverse populations. Prerequisite(s): ANTH 111 and junior standing.

ANTH 326 - Peoples of Africa

Credits: 3

This course is a survey of sub-Saharan Africa that will provide a look at African culture, emphasizing economic, religious, and political aspects, both traditional and modern. Prerequisite(s): ANTH 111 and junior standing.

ANTH 342 - Archaeology of North America

Credits: 3

An introduction to the prehistoric past of North America prior to European contact. Topics covered include: the peopling of the Americas, the archaeology of eastern North America, and the prehistory of the American Southwest. Prerequisite(s): ANTH 121 and junior standing.

ANTH 343 - Archaeology of Mesoamerica

Credits: 3

An introduction to the archaeological record of Mesoamerica, from the first inhabitants of the Americas to the European arrival in the sixteenth century. Cultures such as the Olmec, Maya, Toltec, and Aztec will be discussed, with particular emphasis on subsistence, architecture, social systems, and the development of social inequality. Prerequisite(s): ANTH 121 and junior standing.

ANTH 344 - Archaeology of Greece

Credits: 3

This course is a survey of Greek archaeology, covering the period from the Stone Age to the death of Alexander the Great. The material culture of ancient Greece will be examined in its sociopolitical, economic, and religious context, exploring how ancient Greeks lived. Prerequisite(s): ANTH 121 and junior standing.

ANTH 345 - Prehistory of Europe

Credits: 3

This course will examine the five main periods within the prehistoric past of Europe, from the Ice Age through the end of the Iron Age. Students will explore the archaeological remains from these periods, focusing on topics such as subsistence strategies, technology, social organization, mortuary practices, the arts, and warfare. Prerequisite(s): ANTH 121 and junior standing.

ANTH 352 - Primatology

Credits: 3

Since primates are our closest living relatives, they are of great interest in better understanding both the past and present state of humanity. This course is an exploration of the taxonomic divisions, ecology, social organization, and reproductive behavior of the non-human primates. Both living and fossil primates will be considered. Prerequisite(s): ANTH 131 and junior standing.

ANTH 353 - Human Origins

Credits: 3

An examination of the biological bases of human society and culture. This course surveys human evolution from pre-human ancestors to the appearance of *Homo sapiens*.

ANTH 354 - Human Osteology

Credits: 3

This course is devoted to a detailed examination of the descriptive and functional morphology of the human skeleton, with an emphasis on its applications in physical anthropology and archaeology. Students will explore methods used in determining age, sex, stature, trauma, and paleopathology. Prerequisite(s): ANTH 131 and junior standing.

ANTH 355 - Human Variation

Credits: 3

The range of contemporary human biological variation is explored from an evolutionary and adaptive perspective. Also considered are the concepts of "race" and the history of its use (and abuse) within the discipline of anthropology. Prerequisite(s): ANTH 131 and junior standing.

ANTH 370 - Cultural Anthropology Seminar

Credits: 3

An intensive, small-group discussion of specific topics of current interest in cultural anthropology. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the topic changes. Prerequisite(s): ANTH 111 and junior standing.

ANTH 380 - Archaeology Seminar

Credits: 3

An intensive, small-group discussion of recent, provocative books on topics of current interest to archaeological anthropology. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prerequisite(s): ANTH 121 and junior standing.

ANTH 390 - Physical Anthropology Seminar

Credits: 3

An intensive, small-group discussion of recent, provocative books on topics of current interest to physical anthropology. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prerequisite(s): ANTH 131 and junior standing.

ANTH 397 - Archaeological Field School

Credits: 6

This course is designed to give students experience in archaeological field methods through participation in a site excavation. Students learn basic excavation techniques, mapping, and artifact identification. Prerequisite(s): permission of instructor.

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.

ANTH 401 - Anthropology Lab Methods

Credits: 3

This course will explore the means by which anthropologists analyze the material remains and derive conclusions. A variety of prehistoric and historic artifacts will be covered, including stone tools and ceramics. Each student will complete a research project involving the analysis of a collection. Prerequisite(s): ANTH 111, ANTH 121, and ANTH 131.

ANTH 402 - Ethnography

Credits: 3

This course provides a historical perspective on the changes that have taken place in ethnographic inquiry. Topics covered include the historical foundations of ethnography, the crisis of representation in cultural anthropology, the ethics of ethnography, and methodologies for doing ethnography. Major themes will be addressed through readings and discussions of various ethnographic texts. Prerequisite(s): ANTH 111, ANTH 121, and ANTH 131.

ANTH 475 - History of Anthropological Thought

Credits: 3

This course covers the major intellectual trends in cultural anthropology from the nineteenth century to the present. Topics include evolutionary anthropology, functionalism, materialism, structuralism, cognitive anthropology as well as more recent postmodern approaches to understanding culture. Prerequisite(s): ANTH 111 , ANTH 121 , and ANTH 131.

ANTH 489 - Independent Study in Anthropology

Credits: 3

An extensive examination of the main anthropological ideas on a specific topic. The major paper is a product of critical reading or advanced research. Prerequisite(s): nine hours sociology/anthropology and consent of instructor. Repeatability: The course may be taken up to six hours.

ANTH 499 - Internship in Anthropology

Credits: 3

An opportunity for work experience in the area of anthropology. For students interested in graduate school, the internship will involve field research. Prerequisite(s): nine hours in anthropology/sociology and consent of instructor. Repeatability: The course may be taken for up to six credit hours with different placements.

ARAB 101 - Beginning Arabic I

Credits: 3

Fundamentals of Arabic, no previous Arabic required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Arabic-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in language lab. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F**

ARAB 102 - Beginning Arabic II

Credits: 3

Fundamentals of Arabic; continuation of ARAB 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Arabic-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prerequisite(s): ARAB 101 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

ARAB 203 - Intermediate Arabic I

Credits: 3

Continuation of ARAB 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Arabic-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prerequisite(s): ARAB 102 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

ARAB 204 - Intermediate Arabic II

Credits: 3

Continuation of ARAB 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Arabic-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prerequisite(s): ARAB 203 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

ARAB 499 - Individual Study in Arabic

Credits: 1-3

Research or advanced study of a specific area of Arabic literature, culture, education or language culminating in an analytical paper or comprehensive exam. Prerequisite(s): Approval of Department Chairperson. Repeatability: May be taken up to 6 credit hours.

ART 103 - Color and Design

Credits: 3

An introduction to the two-dimensional arts through projects based on the fundamentals of design and study of color theory. A wide variety of art media and techniques are presented to prepare students for courses in painting, printmaking, and graphic design. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 104 - Design in Materials

Credits: 3

An introduction to the process of developing three-dimensional concepts in visual art, using various media such as wood, metal, and clay. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 105 - Drawing I

Credits: 3

Investigation of basic drawing concepts, such as line quality, negative space, perspective, and use of value. Course will

concentrate on techniques in black and white drawing media. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IFA 1320. Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.*

ART 106 - Drawing and Composition

Credits: 3

Continuation of ART 105, concentrating on development of finished compositions in drawing. Course will explore techniques in color media. Prerequisite(s): ART 105 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 201 - Introduction to Visual Arts

Credits: 3

A basic survey of the media, elements, and organization of painting, graphics, sculpture, and architecture. ART 201 is not applicable to the Art major. Meets The University Core Curriculum B2: The Arts category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IFA 1310. Meets IN Statewide Core. Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.*

ART 205 - Figure Drawing I

Credits: 3

Drawing the human figure, stressing form, structure, and action of the human figure. Prerequisite(s): ART 105. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 206 - Figure Drawing II

Credits: 3

Drawing the human figure from the posed model with various props. Prerequisite(s): ART 205. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 273 - Intro to Photography

Credits: 3

Development of basic skills in black and white photography, including film development, enlarging, printing, mixing chemicals, and mounting. Student must provide adjustable 35mm camera and photo supplies. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 311 - Painting I

Credits: 3

Focuses on traditional techniques in oil/acrylic painting media. Prerequisite(s): ART 103 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

ART 312 - Painting II

Credits: 3

A continuation of ART 311, with emphasis on experimental/non-traditional painting techniques. Prerequisite(s): ART 311. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

ART 313 - Ceramics I

Credits: 3

Introduction to basic methods of working with clay. Throwing, hand building, and a variety of techniques will be covered. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 314 - Ceramics II

Credits: 3

A continuation of ART 313. Emphasis on more complex forms and glazes. Introduction to clay and glaze formulation and continued development of firing techniques. Prerequisite(s): ART 313. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 315 - Jewelry I

Credits: 3

The theory and practice of making jewelry and metal objects. Introduction to the fundamentals of fabrication and construction techniques. Prerequisite(s): ART 104 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

ART 316 - Jewelry II

Credits: 3

Continued development in making jewelry and metal objects. Further technical exploration in metal media. Prerequisite(s): ART 315. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

ART 341 - Sculpture I

Credits: 3

Introduction to processes and materials essential to the creation of three-dimensional art, accompanied by concept development

to create successful sculpture. Prerequisite(s): ART 104 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 342 - Sculpture II

Credits: 3

Continuing involvement with sculptural processes and materials with emphasis on concept development. Prerequisite(s): ART 341. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 351 - Woodworking I

Credits: 3

Introduction to fundamental woodworking techniques. Emphasis will be placed on developing an understanding of basic wood joinery, machinery operation, and the development of an original design. Prerequisite(s): ART 104 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 352 - Woodworking II

Credits: 3

Continued experience in woodworking. The emphasis will be placed on merging the utilitarian form with the sculptural aesthetic. Prerequisite(s): ART 351. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 361 - Printmaking I

Credits: 3

Introduction to mono-printing, papermaking, black and white lithography, and woodcut techniques. Prerequisite(s): ART 103 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 362 - Printmaking II

Credits: 3

Introduction to black and white intaglio printmaking as well as basic color techniques in lithography, woodcut, and monoprint techniques. Prerequisite(s): ART 361. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 374 - Photography II

Credits: 3

Continuation of ART 273, expanding upon basic skills to communicate creatively through visual composition and working in series. Introduction to "hot" lights and studio strobes. Prerequisite(s): ART 273 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ART 399 - Select Topics in Studio Art

Credits: 3

An intensive study of specialized topics in the visual arts. Prerequisite(s): junior standing or consent of instructor. Repeatability: Repeatable with change in course content. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 405 - Figure Drawing in Composition III

Credits: 3

Composing with the human figure, using props, and experimenting with various media. Prerequisite(s): ART 206. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 406 - Figure Drawing in Composition IV

Credits: 3

An extension of ART 405, drawing the human figure from posed model in composition, using various media. Prerequisite(s): ART 405. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 411 - Painting III

Credits: 3

Development of a series of works which relate conceptually, stylistically, and/or technically. Prerequisite(s): ART 312. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ART 412 - Painting IV

Credits: 3

Advanced work developing personal aesthetic vision in painting media. Prerequisite(s): ART 411. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ART 413 - Ceramics III

Credits: 3

Advanced methods of working with clay and glazes. More independent projects will be required. Demonstrated ability to load, fire, and operate kilns is required. Prerequisite(s): ART 314. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ART 414 - Ceramics IV

Credits: 3

A semester of intense ceramic work. Projects must indicate a comprehensive understanding of ceramic techniques.

Prerequisite(s): ART 413. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 415 - Jewelry III**

Credits: 3

Continuation of ART 316 - Jewelry II with emphasis on individual direction within the jewelry media. Prerequisite(s): ART 316.

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**ART 416 - Jewelry IV**

Credits: 3

Continuation of ART 415 - Jewelry III with concentrated effort on personal development within the jewelry media.

Prerequisite(s): ART 415. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 441 - Sculpture III**

Credits: 3

Advanced experience in sculpture processes and materials with an emphasis on conceptualization and development of a personal aesthetic. Prerequisite(s): ART 342. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 442 - Sculpture IV**

Credits: 3

Continuing advanced experience in sculptural processes and materials with emphasis on concept and personal aesthetic development. Prerequisite(s): ART 441. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 451 - Woodworking III**

Credits: 3

Advanced experience in woodworking with emphasis on furniture design. Prerequisite(s): ART 352. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 452 - Woodworking IV**

Credits: 3

Advanced experience in woodworking with emphasis on structural possibilities of wood. Prerequisite(s): ART 451. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 461 - Printmaking III**

Credits: 3

Intermediate methods in intaglio, lithography, woodcut, and monoprint techniques. Prerequisite(s): ART 362. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 462 - Printmaking IV**

Credits: 3

Advanced methods in intaglio, lithography, woodcut, and monoprint techniques. Prerequisite(s): ART 461. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 473 - Photography III**

Credits: 3

This course explores alternative photographic processes and special effects. It also presents a survey of these alternative processes within their historical context and examines their contemporary applications. Prerequisite(s): ART 374 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 474 - Photography IV**

Credits: 3

Advanced work in lighting and technical processes; development of a personal aesthetic vision in the medium. Prerequisite(s): ART 473. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**ART 489 - Special Problems in Art**

Credits: 1-6

Course by appointment with any of the full-time art faculty. Problems related to specific training within a specific area of art.

Prerequisite(s): junior or senior standing, consent of instructor. Repeatability: This course may be repeated three times for total of nine credits. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.**ART 493 - Senior Art Seminar**

Credits: 3

A capstone course for art and art education majors combining discussion of current aesthetic issues in the visual arts with

practical knowledge in career or graduate school preparation, as well as evaluation of student's artistic growth and potential. Prerequisite(s): senior status or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ART 498 - Internship in Art

Credits: 3

A course to complement classroom and studio experience by providing professional work situations with an employer. The course requires a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, two onsite visits by a University official, maintenance of a portfolio of completed work, and periodic interviews with an art faculty member. Open to juniors and seniors. Prerequisite(s): approval of Art Department chairperson. Grades will be assigned as Satisfactory or Unsatisfactory only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ART 589 - Advanced Study in Art and Design

Credits: 1-3

Directed study within a selected area of art or design. Repeatability: This course may be repeated for a total of 6 credits.

ARTD 231 - Introduction to Graphic Design

Credits: 3

An introduction to the creative principles and processes in visual communication. Emphasis is placed on thinking visually, exploring the relationship between words and images, and developing appropriate solutions to the problems assigned. An overview of the history of graphic design also is covered. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 232 - Typography

Credits: 3

This course examines type as an element of design in visual communications. Type design, the study of letterforms, and the historical and modern development of the alphabet are covered. Students explore the creation of informative, experimental, and expressive typographic forms by using traditional and computer-generated techniques. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 274 - Introduction to Digital Photo Imaging

Credits: 3

This course will introduce students to a variety of methods of utilizing digital cameras and software to create and manipulate images for creative purposes. Students will learn the fundamentals of digital composition and optimized image capturing and will also examine basic color management processes for digital media. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 275 - Computer Graphic Arts

Credits: 3

This course explores the computer as a creative tool for designers, artists, and persons in the media arts. It familiarizes students with the concepts used in creative software programs for graphics. The primary emphasis is on the creative uses of computers in the arts, design, and media. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 331 - Illustration Techniques

Credits: 3

This course introduces students to illustration principles, methods, and the use of materials. Students develop their perceptual abilities, sensitivity to color, and compositional ideas within the context of illustration. Students also explore the use of various materials and techniques to produce two-dimensional illustrations that challenge their ability to conceive and communicate ideas visually. Prerequisite(s): ART 105 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 332 - Digital Illustration

Credits: 3

An introduction to computer illustration using both object-oriented drawing software and bit-mapped painting software. This course allows students to explore their creative ideas in depth utilizing the computer. Students explore the synthesis of traditional illustration skills with digital skills and techniques. Prerequisite(s): ARTD 275 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ARTD 372 - Video Art

Credits: 3

An introduction to the creative principles and processes of video art. Students explore the practical applications and limitations of video and sound production. Basic video editing and visual effects are explored. Elements of storytelling, storyboarding, and other pre-production methods are discussed and implemented. Prerequisite(s): ARTD 275 or consent of instructor.

ARTD 376 - Graphic Design II

Credits: 3

This course investigates the design and production issues of generating computer graphics for print or electronic media. It provides an understanding of the technical process of creating projects incorporating scanned and computer-generated images and text. Students will gain experience integrating various computer applications and input/output hardware. Prerequisite(s): ARTD 232 and ARTD 275 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 378 - History of Graphic Design

Credits: 3

This course covers the history of graphic design with an emphasis on developments in design during the 19th and 20th centuries. It also will include an examination of the social, political, and technological factors that have shaped graphic design.

Prerequisite(s): HUM 221 and HUM 222 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ARTD 381 - Interactive Web Design

Credits: 3

An introduction to the theory, tools, and techniques for creating interactive web pages. Introduces HTML coding as well as web page layout software. Focuses on designing the look, structuring the information, sequencing the pages, and integrating text and graphics as well as preparing and producing web pages. Prerequisite(s): ARTD 275 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 382 - Interactive Graphics

Credits: 3

This course provides an introduction to the concepts, tools, and techniques for producing interactive multimedia. Topics covered include: interface design, flow charting, navigational structures, metaphor, props, visual layout, and the integration of audio, video, and animated sequences. Prerequisite(s): ARTD 275 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ARTD 383 - Advanced Digital Photo Imaging

Credits: 3

This course explores the aesthetics, terminology, and techniques of digital imaging. Students will compose and optimize image captures specifically for subsequent digital manipulation. The course also examines color management processes for digital media and printed output as well as alternative imaging methods and creative printing effects. Prerequisite(s): ARTD 274 or ARTD 275 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ARTD 431 - Narrative Illustration

Credits: 3

Introduction to illustrating for narrative, sequence, or series. Students learn the tools and techniques of concept sketching and storyboards as a means of developing and communicating visual ideas. Working with selected texts, students develop a project from concept to completion. Students also explore the historical role of the illustrator as a visual storyteller. Prerequisite(s): ARTD 331 or consent of instructor.

ARTD 432 - Conceptual Illustration

Credits: 3

Students refine their conceptual, aesthetic, and technical skills in a variety of advanced illustration assignments directed toward developing portfolio pieces and fine tuning their personal visual language. Assignments challenge the student to create a range of inventive and effective illustrative solutions in the appropriate media. Prerequisite(s): ARTD 331 or consent of instructor.

ARTD 475 - Graphic Design III

Credits: 3

This course will emphasize the creation of innovative visual layouts by having students analyze the communication problem, define the most appropriate approach, and produce creative and aesthetic solutions using the computer. Various media will be used to implement these solutions including printing, advertising, packaging, exhibitions, and electronic media. Prerequisite(s): ARTD 376 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTD 476 - Graphic Design IV

Credits: 3

This course offers advanced study in computer graphics, allowing students to expand their computer knowledge and critically investigate the theoretical and practical issues of generating computer art. Students will propose, design, and produce individual and team projects suitable for their senior portfolio. Prerequisite(s): ARTD 475 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ARTD 481 - Advanced Web Design

Credits: 3

This course covers advanced tools and techniques for designing interactive digital media for network systems. Students are instructed in network delivery methods for sound, video, animation, database, and interactive content. Scripting and vector animation are utilized to bring additional functionality to a network site. Using various software packages, the student will create fully functional sites with interactive multimedia content. Web site management, browser and platform issues, and the limitations involved in designing for networks are covered. Prerequisite(s): ARTD 381 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ARTD 482 - Motion Graphics

Credits: 3

This course covers advanced issues in designing and producing interactive multimedia. Students are exposed to the complexities of multimedia authoring and production. Students, at times working in teams, will collaborate on developing the concept, layouts, storyboards, production schedule, and the user-interface. They will create and compile the content and produce the digital files for a fully functional multimedia presentation. Prerequisite(s): ARTD 382 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

ARTD 494 - Senior Design Seminar

Credits: 3

A capstone course for art majors completing the emphasis in graphic design, interactive media design, or illustration. This course combines the discussion of current aesthetic issues in the visual arts with practical knowledge in career or graduate school preparation, as well as evaluation of student's artistic growth and potential. Prereq or Coreq: ARTD 475 for the graphic design emphasis; ARTD 481 for the interactive media design emphasis; ARTD 431 for the illustration emphasis; and senior standing or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

ARTE 394 - Workshop in Art Education

Credits: 1

Introductory workshop in writing objective statements and lesson plans; reviewing art materials, technology, and teaching methods; and developing a portfolio in art education. Prerequisite(s): Open to Art Education K-12 majors and minors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

ARTE 395 - Introduction to Art Education

Credits: 3

Part A: Content. The course will involve a basic understanding of historical and philosophical premises of art education; different approaches in the teaching of art; development and practical application of basic art skills in the classroom; and understanding of developmental stages in children's art works. The course examines basic thematic understanding of lesson plans as they apply to the state of Indiana academic and the discipline based art education (DBAE) standards in teaching art in elementary and middle school. Part B: Supervised Internal Clinical. Use of written lesson plans from Part A in an approved clinical experience. Prerequisite(s): open to elementary education majors and minors; does not fulfill requirements for art education K-12 and secondary art education majors and minors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

ARTE 396 - Materials and Methods in Elementary and Middle School Art Education

Credits: 3

Part A: Content. The course will emphasize historical and philosophical premises of art education; different approaches in the teaching of art; development of basic art skills; and understanding of developmental stages in children's art works. The course examines in detail thematic understanding of written lesson plans as they apply to the state of Indiana academic and the discipline-based art education (DBAE) standards in teaching art in elementary and middle schools. Part B: Supervised Internal Clinical. Use of written lesson plans from Part A in an approved clinical experience. Prerequisite(s): ARTE 394, open to art education K-12 majors and minors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

ARTE 397 - Materials and Methods in Secondary Art Education

Credits: 3

Part A: Content. Teaching Art at the public high school level with strong emphasis on the use of art materials and methods in art education. The course will involve historical and philosophical premises of art education, different approaches in the teaching of art, understanding of high school children's art works, and the development and use of discipline-based art education (DBAE) written lesson plans as they apply to the state of Indiana academic standards. Part B: Supervised Clinical. Use of written lesson plans from Part A in an approved clinical experience. Prerequisite(s): ARTE 396, open to art education K-12 and secondary art education majors and minors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

ARTE 495 - Seminar in Art Education

Credits: 3

Workshop/review of teaching portfolio, and discussion of trends that are related to teaching art education. Student presentation of topical research based on assigned reading.

ARTE 595 - Seminar in Art Education

Credits: 3

A workshop/review of teaching portfolio, and discussion of trends that are related to teaching art education in the public school. Format will include topical assigned reading, oral and written presentations, and discussion. Prerequisite(s): No prereq.

ARTH 253 - Art of Ancient Mexico

Credits: 3

The Art of Mesoamerica and the development of civilization in southern Mexico, Guatemala, Belize, and Honduras; examination of the Olmec, Maya, Aztec, and other groups, as well as the period of conquest and current conditions among the native peoples of the region. Meets The University Core Curriculum C5: Global Communities category. Meets IN Statewide Core.

ARTH 323 - Ancient Greek Art

Credits: 3

A survey of major monuments and issues of art from the ancient Western tradition, focusing on archaic and classical Greek art from c. 1000 BC to c. 50 BC. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor.

ARTH 327 - Medieval Art

Credits: 3

A survey covering major art movements and monuments in Europe, dating from the 4th to the 14th century, but concentrating on the art and architecture of the 8th to the 13th centuries. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor.

ARTH 335 - Asian Art

Credits: 3

This course surveys the art, architecture, and culture of India, China, Central Asia, and Japan. The approach will be primarily chronological within each of these four geographical units. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor.

ARTH 343 - Renaissance Art

Credits: 3

A survey covering major movements, largely in Italy, in the period c. 1300-1600, including the Proto-Renaissance, Early Renaissance, High Renaissance, Mannerism, and Late Renaissance. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor.

ARTH 344 - Baroque Art

Credits: 3

A survey covering major movements in Europe and the Americas in the period 1600-1800, including the art and architecture of the Early Baroque, High Baroque, and Rococo. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor.

ARTH 353 - 19th Century Art

Credits: 3

Covers the major movements in the period c. 1780-1880, emphasizing Romanticism, Neo Classicism, Realism, and Impressionism. Meets The University Core Curriculum B2: The Arts category. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor. Meets IN Statewide Core.

ARTH 354 - 20th Century Art

Credits: 3

The continuation of ARTH 353 covering the major movements in the period c. 1880-1980, including Post Impressionism, Cubism, Fauvism, Expressionism, DaDa, Surrealism, Abstract Expressionism, Pop, the Muralists, and non objective art. Meets The University Core Curriculum B2: The Arts category. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor. Meets IN Statewide Core.

ARTH 355 - Contemporary Art

Credits: 3

The continuation of ARTH 354 covering the movements and artists in the period c. 1970-the present. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor. ARTH 354 recommended.

ARTH 359 - Special Studies in Art History

Credits: 1-3

Art historical studies offered in conjunction with special activities such as seminars, conferences, field work, or travel. Repeatability: Repeatable three times with different topics for a total of six credit hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su.

ARTH 490 - Special Problems in Art History

Credits: 3

An intensive study of some selected problems, areas, and movements in the field of the visual arts. Prerequisite(s): HUM 221 and HUM 222 or consent of instructor. Repeatability: Repeatable with change in course content. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ARTH 590 - Special Problems in Art History

Credits: 3

An intensive study of some selected problems, areas, and movements in the field of the visual arts. Specific topics will vary from semester to semester and will be announced in the schedule of course offerings. Repeatable with change in course content. Prerequisite(s): 12 credit hours of undergraduate work in art history or consent of instructor.

AHA 201 - Introduction to Arts and Heritage Administration

Credits: 3

Introduction to basic issues and challenges in the administration of non-profit arts and heritage organizations, including a brief history of arts and heritage management, the structure and challenges of the non-profit sector, and practical concerns in arts and

heritage administration, including artistic and administrative leadership, institutional structures, government relations, and the place of arts and heritage institutions in modern society. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F**

AHA 251 - Computer Applications for Public and Non-Profit Organizations

Credits: 3

Introduction to computer applications including word processing, spreadsheets, presentations, and other software packages used in public and non-profit institutions and organizations. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F**

ASTR 201 - General Astronomy

Credits: 4

An introduction to the basic concepts in astronomy. Use of the telescope and exercises in uranography are stressed. Meets The University Core Curriculum C3: Science category. Prerequisite(s): Sophomore standing. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-1) Meets IN Statewide Core.

BGS 201 - The Ethics of Global Engagement

Credits: 3

This course builds the student's capacity for civic engagement, providing a philosophical basis for service in Western and Eastern traditions, giving a global context for issues the student will address, developing relevant skills such as leadership, understanding, diversity, and small group dynamics, and providing the opportunity to work on issues of interest to the student in a supportive environment. Meets The University Core Curriculum B1: Ethics and C5:Global Communities categories. Prerequisite(s): ENG 101. Meets IN Statewide Core.

BGS 490 - General Studies Internship

Credits: 1-6

BGS 490 is designed to recognize the value of experiential learning activities and work experience relevant to the individual's program. Each student, as directed by a faculty member, and with consultation from the BGS director, will develop a career development plan that demonstrates the integration of prior educational and work experience with University coursework into a unified and meaningful whole. The number of hours of credit to be awarded will be determined by the faculty member, but may not exceed six. Credit will be awarded only after the student has been admitted to the BGS program.

BGS 498 - Personal and Professional Development

Credits: 3

This capstone course satisfies the University Core Curriculum's Category D: Synthesis for students pursuing the Bachelor of General Studies. Others may enroll for elective credit. This course is an interdisciplinary study of adult human development and self. Theories of psychosocial, cognitive, moral, and faith development are examined and compared with the student's personal history and career development in the form of a professional portfolio and a thematic autobiography. The assigned Applied Research Project draws from the student's critical thinking and information processing skills in identifying a contemporary problem in an organization, gathering pertinent information for analysis, and choosing an appropriate solution. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): PSY 201, senior standing, and consent of instructor.

BIOL 105 - Biology of Human Concern

Credits: 3

This course examines general concepts in the life sciences, stressing those fundamental to life processes and of human concern. This course does not count toward requirements for biology majors and minors. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ILS 1504.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

BIOL 108 - Biology for Educators

Credits: 2

An integrated inquiry based study of the characteristics of organisms, diversity and evolutionary processes, life cycles, and interdependence of organisms on each other and the environment. Enrollment will be limited to students majoring and minoring in education. This course will not earn elective credit for majors in biology, biochemistry, biophysics or minors in biology, environmental biology, biochemistry, or biophysics. UCC C3 Prerequisite(s): CHEM 108, CHEM 261 or consent of instructor Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (1-1.5)

BIOL 112 - Ethnobotany with Lab

Credits: 4

Examination of human uses of plants and the cultural/societal origins of usage. Plants for medicine and health, food, beverage, protection, aesthetics, and recreation will be discussed. Basic concepts in cell biology, genetics, plant taxonomy/ identification, plant anatomy, and plant physiology typical of Introductory Biology for non-majors courses will be covered. Through the lab, students will gain experience that will reinforce concepts from lecture. Students will work through the scientific method and use some of the basic tools used in the study of science. There will be opportunities for students to work through open-ended laboratory experiences. Does not apply toward a major or minor in biology. Meets The University Core Curriculum C3: Science category. Prerequisite(s): No prereq. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

BIOL 114 - Understanding Evolution

Credits: 4

This course is a survey of evolutionary thought from its beginnings as an explanation for diversity to its acceptance and application by biologists. Contemporary controversies will be discussed in their scientific and sociological contexts. Meets The University Core Curriculum C3: Science category. Prerequisite(s): None. Does not apply toward a major or minor in biology. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) Meets IN Statewide Core.

BIOL 121 - Human Anatomy and Physiology I

Credits: 4

An introduction to biological and chemical principles as they apply to the human body. Lectures and laboratory work will cover cellular anatomy and physiology, tissues, and the following systems: integumentary, skeletal, muscular, nervous, and endocrine. Meets The University Core Curriculum C3: Science category. Prerequisite(s): college chemistry strongly recommended or concurrent. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BIOL 122 - Human Anatomy and Physiology II

Credits: 4

A continuation of BIOL 121 consisting of lectures and laboratory work concerning the following systems: respiratory, cardiovascular, lymphatic, digestive, excretory, and reproductive. Meets The University Core Curriculum C3: Science category. Prerequisite(s): BIOL 121. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BIOL 123 - Human Anatomy and Physiology I Supplemental

Credits: 1

This course is designed to supplement and reinforce topics covered in BIOL 121. Course is mandatory for students who have failed BIOL 121. Co-Requisite(s) (must be taken at same time as): BIOL 121. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (1-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

BIOL 133 - Biological Concepts

Credits: 4

This lecture/laboratory course will cover biological concepts in the context of current issues in biology. Students will become more familiar with the scientific method as it applies to biology. Topics to be covered include: science and ethics; evolution and biodiversity; ecology; genetics and cellular biology. The lab will reinforce concepts from lecture. The course will not apply toward a major or minor in biology. Meets The University Core Curriculum C3: Science category. Prerequisite(s): ENG 100 or placement in ENG 101, MATH 100 or placement in MATH 111, and GENS 099 or GENS 151 unless exempt. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BIOL 141 - Principles of Biology

Credits: 4

An introductory survey of the fundamental characteristics and processes of living organisms, including cell structure and function, energetics, genetics, development, evolution, and ecology. Laboratories include both didactic and investigative explorations of these processes. Meets The University Core Curriculum C3: Science category. Prerequisite(s): Placement into ENG 100 or higher English writing course, and C or better in MATH 100 or placement into higher level college math course, and science major, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

BIOL 151 - Botany

Credits: 3

Fundamentals of plant structure and function are explored in the context of plant diversity and evolution. Consideration is given to variation in plant morphological and physiological strategies for life in a different environment. A course for majors and minors in biology. Meets The University Core Curriculum C3: Science category. Prerequisite(s): BIOL 141. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

BIOL 152 - Zoology

Credits: 3

A survey of the adaptations and taxonomic relationships of the major animal phyla with emphasis on evolutionary trends. Primarily for majors and minors in biology. Meets The University Core Curriculum C3: Science category. Prerequisite(s): BIOL 141. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

BIOL 176 - Nutrition

Credits: 3

A study of the nutrients, their availability in foods, mechanisms of digestion, absorption, and assimilation into body tissues. Also included will be a study of special conditions relating to nutrition. Does not apply toward a major or minor in biology. One

semester college chemistry recommended. Meets The University Core Curriculum B3: Health/Fitness and C3: Science categories. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IHP 1402.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

BIOL 208 - Wildlife Biology

Credits: 3

The course will address basic principles of wildlife ecology and their application in the management of wildlife populations. Topics include population growth, censusing, food habits, predation, harvesting, disease, exotic and endangered species, captive animal management, and conservation. Laboratories will include indoor and outdoor exercises in sampling, habitat evaluation, censusing, and wildlife observation. Meet The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, alternate years.

BIOL 215 - Ecology

Credits: 3

Introductory survey of the nature and importance of the interactions between organisms and their abiotic and biotic environments. Topics include energy flow, population dynamics, species interactions, community structure and development, and the use of statistics in ecological studies. Prerequisite(s): BIOL 151 and BIOL 152. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

BIOL 221 - Introduction to Entomology

Credits: 4

Study of insects, their structure, physiology, taxonomy, development, ecology, economic importance, and their relation to other arthropods. Prerequisite(s): BIOL 152. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

BIOL 225 - Biological Literature and Communication

Credits: 2

This course is an introduction to scientific communication in biology. Topics covered will include the structure of primary literature in biology and outlets for communication of new knowledge in biology, concepts of basic statistical description and inference relevant to biologists, and methods for using biological databases. Hypothesis testing and the hypothetico-deductive method also will be discussed from both the standpoints of statistics and the epistemological foundations of scientific knowledge. Prerequisite(s): BIOL 141. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-0)

BIOL 251 - Environmental Conservation

Credits: 3

This course is designed to introduce students to the basic scientific principles needed to understand the interdisciplinary and multinational (multicultural) nature of environmental issues and concerns. Through a series of lectures, discussions, and videotapes the student will be introduced to environmental issues from scientific viewpoints as well as political, economic, social, and philosophical realms. Meets The University Core Curriculum C3: Science and C5: Global Communities categories. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

BIOL 272 - Medical Microbiology

Credits: 3

Structure, physiology, and general characteristics of medically important microorganisms. Included will be a study of host defense mechanisms, infections of human systems, control of infection, and development of microbiological techniques. Primarily for students in nursing, dental hygiene, and respiratory therapy. Prerequisite(s): one college chemistry course and one college course in human anatomy and/or physiology or BIOL 152 or equivalent. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ILS 1505.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

BIOL 282 - Heredity and Society

Credits: 3

Introduction to the principles of human heredity, nature, and expression of genetic material. The medical and social implications of genetics are explored. Biology majors may not enroll. Meets The University Core Curriculum C3: Science category. Prerequisite(s): BIOL 105 and chemistry recommended. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

BIOL 285 - Animal Behavior

Credits: 3

Using biological studies augmented with video clips, the diversity of animal behavior will be explored in the contexts of genetics, environment, ecology, and evolution. Throughout the course, the process of science will be emphasized as a way to understand animal behavior. Meets The University Core Curriculum C3: Science category. Prerequisite(s): BIOL 105 or BIOL 112 or BIOL 114 or BIOL 121 or BIOL 122 or BIOL 133 or BIOL 141 or BIOL 176 or BIOL 208 or BIOL 251 or BIOL 282 or other as approved by instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core.

BIOL 305 - Aquatic Biology

Credits: 4

Dimensions of the physical, chemical, and biological factors of lakes, streams, and estuaries; including the study of benthos and vertebrates with emphasis on identification, classification, anatomy, physiology, and ecology. Indiana species will be emphasized but other important species will be included. Laboratory will be devoted to exploring techniques for evaluation of various aquatic parameters and the identification of organisms. Prerequisite(s): BIOL 151 and BIOL 152. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 306 - Ichthyology

Credits: 4

Introduction to the study of fishes including their evolution, ecology, and conservation. The course will place a special emphasis on the North American fresh water fauna. Prerequisite(s): BIOL 152. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

BIOL 308 - Vertebrate Biology

Credits: 4

Lecture, laboratory, and field work on vertebrates; including identification, morphology, natural history, and evolution. Prerequisite(s): BIOL 152 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

BIOL 321 - Invertebrate Zoology

Credits: 4

Study of the natural history, classification, adaptation, life cycles, physiology, and anatomy of invertebrate animals. Prerequisite(s): BIOL 152 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): On demand.**

BIOL 333 - Animal Physiology

Credits: 4

An in-depth systems approach will be used to study physiological processes in vertebrate animals with an emphasis on mammals. The course will focus heavily on cellular and molecular mechanisms. Laboratories will include the use of living tissues for the purpose of demonstrating concepts covered in the lecture portion of the course. Prerequisite(s): BIOL 152, CHEM 241, or CHEM 353 or concurrently, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

BIOL 334 - Cell Biology

Credits: 3

An examination of the organization, functions, properties, and processes of eukaryotic cells, with selected comparisons to prokaryotic cells. Topics include the structure, flow, and expression of genetic information; the cell cycle; cellular energetics; membrane structure and function including cell signaling and transport; cell compartments and molecular trafficking; and the cytoskeleton and extra cellular structures. Prerequisite(s): BIOL 141 and CHEM 241 or CHEM 353. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

BIOL 335 - Mechanisms of Pathophysiology

Credits: 3

A systems approach will be utilized to understand underlying mechanisms of the disease process and how these mechanisms relate to and cause overt signs and symptoms. The content will emphasize normal homeostatic controlling mechanisms, how pathophysiological mechanisms disturb homeostasis and cause dysfunction. Prerequisite(s): one course in college physiology, BIOL 334, and one course in college chemistry or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

BIOL 336 - Plant Physiology

Credits: 4

The course probes the major questions of plant physiologic and biochemical function at the sub cellular, cellular, tissue, and whole-plant levels of organization. Attention also is paid to the role of plant physiological response to the biotic and abiotic environment. Lecture areas include photobiology, carbon balance, transport processes, mineral nutrition, and biochemical defense; laboratory investigations will combine classic demonstrations of plant physiological principles with modern and investigative studies. Prerequisite(s): BIOL 151. Co-Requisite(s) (must be taken at same time as): CHEM 241 or CHEM 353 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

BIOL 341 - Mycology

Credits: 4

Comparative study of the major groups of fungi. Survey will include morphological, ecological, and taxonomic aspects of plant parasitic, mycorrhizal, human pathogenic, and saprophytic fungi. Laboratory work will include local field trips, specimen identification, and experience in culturing various types of fungi. Prerequisite(s): BIOL 151 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-4) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, alternate years.**

BIOL 342 - Comparative Chordate Anatomy

Credits: 5

Lecture and laboratory studies of the functional morphology of chordates, with emphasis on the concept of homology.

Prerequisite(s): BIOL 152. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-4) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.****BIOL 361 - Plant Systematics**

Credits: 4

This course provides an introduction to the science of plant systematics, including phylogenetics, principles of botanical nomenclature, types of systemic data, mechanisms of evolution, and the resultant diversity of green plants. An emphasis will be placed on developing skills to collect, preserve, and identify plant specimens. Additionally, students will gain the ability to recognize common native and introduced species of the Indiana flora as well as characteristics associated with the major flowering plant families. Prerequisite(s): BIOL 151. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-4) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 371 - Tropical Biology

Credits: 3

An extensive course designed to acquaint the student with natural biological interactions in aquatic and terrestrial environments. The course consists of a period of field study in an area remote from the local campus. Orientation prior to and following course. Prerequisite(s): BIOL 151 and BIOL 152 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

BIOL 375 - Microbiology

Credits: 3

The structure, physiology, identification, and significance of bacteria including an introduction to related organisms and immunology. Prerequisite(s): BIOL 151 or BIOL 152, and CHEM 262. Co-Requisite(s) (must be taken at same time as): BIOL 376. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 376 - Laboratory in Microbiology

Credits: 2

Principles and laboratory techniques used in the isolation, cultivation, and identification of bacteria. Co-Requisite(s) (must be taken at same time as): BIOL 375. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (0-4) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 378 - Virology

Credits: 3

A survey of the structural mechanisms of replication and pathogenic mechanisms of bacterial, plant, insect, and animal viruses. Prerequisite(s): BIOL 272 or BIOL 334 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 381 - Medical Genetics

Credits: 3

A survey of genetic concepts including patterns of inheritance, gene structure and function, linkage, recombination, and mutation. The clinical consequences of mutations and chromosome abnormalities such as genetic disease, reproductive difficulties, pediatric disorders, and cancer are related to their underlying genetic basis. Genetic counseling, genetic screening, and gene therapy are discussed. Biology majors may not enroll. Prerequisite(s): (CHEM 103 or CHEM 107 or CHEM 141 or CHEM 175 or CHEM 261 or other as approved by instructor) and (BIOL 121 and BIOL 122). Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3/0)

BIOL 382 - Genetics

Credits: 4

The cellular and molecular basis of gene transmission, expression, interaction, mutation, mapping, and regulation. Includes laboratory investigations using molecular and classical techniques. Prerequisite(s): BIOL 334 and CHEM 241 or CHEM 353. BIOL 375 recommended. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

BIOL 422 - Immunology

Credits: 3

An introduction to the concepts and applications of immunology. The course emphasizes the structure, function, regulation, and development of the immune system. Immunopathology is included. Prerequisite(s): BIOL 334 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

BIOL 431 - General Endocrinology

Credits: 3

The glands of internal secretion, including their structure, biochemistry, and physiology. Prerequisite(s): BIOL 333, CHEM 241

or CHEM 354 recommended. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 434 - Macromolecules and Metabolism

Credits: 4

Biological molecules, enzymology, intermediary metabolism, and regulation of biochemical processes from a functional context. The cellular and molecular basis of selected diseases and treatment are included. Prerequisite(s): CHEM 241 or CHEM 354; BIOL 334. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 436 - Molecular Biology Techniques

Credits: 4

A project-oriented laboratory course focusing on the isolation, manipulation, analysis and expression of nucleic acids using molecular biology techniques. Techniques vary among projects and typically include DNA restriction, subcloning, pcr, primer design, blot analysis, and introductory bioinformatics. Other techniques are used when appropriate. Prerequisite(s): BIOL 382, CHEM 354 or CHEM 241, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-6) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): On demand.**

BIOL 442 - Histology

Credits: 4

This course is an introduction to the study of vertebrate tissues and cellular structures through the critical use of the light microscope. Prerequisite(s): BIOL 333 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-4) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 452 - Biology and Environmental Science of Global Change

Credits: 3

We examine the major processes, causes, correlates, and consequences of anthropogenic global change from a biological perspective. These include climate change and carbon cycle disruption, nitrogen cycle disruption, and habitat conversion as well as global species extinctions, movements, and introductions. We also explore alterations of ecosystems that result and consider issues surrounding adaptation, mitigation of global change processes. Prerequisite(s): BIOL 215 or permission of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp**

BIOL 459 - Advanced Ecology

Credits: 4

This course will cover advanced topics in ecology as determined by the interest of the instructor. Potential topics include behavioral ecology, microbial ecology, physiological ecology, and population ecology. Laboratories will provide opportunities to collect and analyze data germane to lecture topics. Prerequisite(s): BIOL 215, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) Repeatability: May be repeated with change in topic for a maximum of 8 hours **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

BIOL 460 - Internship

Credits: 1-4

A supervised learning and work experience in biology which enhances the student's understanding of and appreciation for the application of biological knowledge and skills. Students can earn from 1-4 credits. Prerequisite(s): Junior standing in the major and consent of instructor/chair. Repeatability: A maximum of 4 credits from among BIOL 460, BIOL 470 and BIOL 499 is allowed towards the biology major.

BIOL 461 - Developmental Biology

Credits: 4

This is an introduction to the study of morphogenesis and differentiation of tissues. Lecture and laboratory sessions will include an integration of classical, molecular, and evolutionary perspectives in the development of vertebrate embryos. Prerequisite(s): BIOL 152 and BIOL 334. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

BIOL 465 - Plant Growth and Development

Credits: 4

This course examines plant growth and development. Factors that affect development of the plant will be studied. The role of growth regulators, the environment, and genetics in plant growth regulation will be emphasized. The laboratory will have a strong investigative component. Prerequisite(s): BIOL 151 and BIOL 334 or consent of instructor. Completing BIOL 382 is not essential for success in this course. However, completion of BIOL 334 is important. The prerequisite content necessary to understand plant growth and development is covered to a large extent in BIOL 334 rather than BIOL 382 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Alternate years.**

BIOL 470 - Independent Study

Credits: 1-4

Readings and/or literature surveys covering selected biological topics not part of the established departmental curriculum.

Prerequisite(s): Consent of instructor Repeatability: A maximum of 4 credits from among BIOL 460 , BIOL 470 and BIOL 499 is allowed towards the biology major.

BIOL 476 - Bacterial Pathogenesis

Credits: 3

Bacterial Pathogenesis is designed to introduce the Biology major to the diverse ways bacterial pathogens cause disease at the cellular and organismal levels, with an emphasis on bacterial pathogens. This lecture course will lay a strong foundation for the understanding of host-parasite interactions, mechanisms of pathogenicity, and a general knowledge of infectious disease. Primary literature that addresses the newest developments of bacterial pathogenicity will be integrated into the required reading. Students will be required, at the end of the course, to give a presentation on an assigned pathogen which will focus on the topics covered in the class. Prerequisite(s): BIOL 375 and BIOL 376 or BIOL 272; and BIOL 333 and BIOL 334; or consent of the instructor

BIOL 481 - Organic Evolution

Credits: 3

A discussion of the science of evolution and how evolutionary theory can explain the diversity of life on earth. Topics include evidence for macroevolution, the history of evolutionary thought, adaptation, population genetics, speciation, and human evolution. As a synthesis course, contemporary issues such as the role of evolution in science education and evolutionary explanations for human behavior will be framed by appropriate scientific, historical sociological, and psychological perspectives. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): BIOL 215 and junior status in science or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

BIOL 482 - Molecular Biology

Credits: 3

Advanced topics in gene structure, expression, regulation, maintenance, and modification. Examples selected from eukaryotic, prokaryotic, and viral systems. Topics include the mapping, analysis, and manipulation of genes; the analysis and expression of genomes and proteomes; and molecular genetic applications in forensics, agriculture, industry, and medicine. Prerequisite(s): BIOL 334, BIOL 382, and CHEM 241 or CHEM 354, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

BIOL 490 - Undergraduate Teaching

Credits: 1

A course designed to give practical experience to biology majors in teaching a laboratory class. Duties involve preparation and set-up prior to class and answering student questions during the laboratory session. Design and administration of laboratory tests as well as grading homework will be a component of preparation. Students will be expected to attend staff meetings as appropriate for the course assignment. Hours do not apply to the University Core Curriculum or the biology major. Prerequisite(s): consent of department chair. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BIOL 491 - Special Topics in Biology

Credits: 1-4

A course for biology majors in which special topics are considered in an individual or seminar format. Prerequisite(s): Consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BIOL 493 - Biology Colloquium

Credits: 2

This course will train students with research results to communicate those results to the scientific community as professionals. The focus of the course will be on rapid communication methods used in professional conferences and meetings. Oral and poster presentation methods will be covered. The culmination of this course will be a colloquium in which student participants will present their research to the biology department and the University at large. Prereq or Coreq: BIOL 499. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-0)

BIOL 495 - Senior Seminar in Biology

Credits: 1

A seminar course in selected topics of current biological interest. Prerequisite(s): Consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** On demand.

BIOL 499 - Independent Research

Credits: 1-3

Course consists of individual undergraduate research in an area of common interest to student and instructor. Prerequisite(s): Consent of instructor. Repeatability: May be repeated; a maximum of 4 credits from among BIOL 460 , BIOL 470 and BIOL 499 is allowed towards the biology major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BIOL 536 - Molecular Biology Techniques

Credits: 4

A project-oriented laboratory course in purifying, manipulating, and analyzing DNA using biotechnology techniques. Techniques

include DNA cloning and expression, gene library construction and screening, PCR amplification of DNA, and DNA sequencing. Prerequisite(s): CHEM 254 or CHEM 321, BIOL 334, BIOL 375, and BIOL 376, or consent of instructor.

BIOL 542 - Histology

Credits: 4

An introduction to the study of metazoan tissues and cellular structures through the critical use of the light microscope.

Prerequisite(s): Admission to USI as a post-baccalaureate student and the following undergraduate course work: BIOL 152 , BIOL 333 , BIOL 334 or consent of instructor. Students who have received undergraduate credit for BIOL 442 cannot receive graduate credit for BIOL 542.

BIOL 561 - Developmental Biology

Credits: 4

Study of the progressive changes that occur within cells, tissues, and organisms during their life span. Studies development from the molecular, biochemical, genetic, morphological, and physiological levels. Emphasis on experimental approaches to gene expression and its role in programming development. Prerequisite(s): BIOL 334, BIOL 434.

BIOL 651 - Topics in Biology for Teacher Preparation and Enhancement

Credits: 1-4

A special topics course for advanced teacher preparation and for in-service teacher enhancement. Advances in biological concepts, processes, methods, or issues. Focus on new advances in knowledge, hands on experiences, the interface of scientific knowledge with topics of daily life and environmental concern, or ethical issues raised by new advances in biology. Subject matter will vary from semester to semester when the course is offered. Prerequisite(s): consent of instructor.

BIOL 655 - Environmental Issues

Credits: 3

This course is designed to provide students a graduate-level review of key regional, national, and global environmental issues. Through current literature, foundational readings, discussion, and debate, students will look at a variety of environmental issues from multiple viewpoints and disciplinary perspectives.

BIOL 691 - Graduate Topics in Biology

Credits: 1-4

Advanced independent study course for biology graduate majors in which topics on the broad interrelationships of biology with other sciences are considered. Prerequisite(s): consent of instructor.

BIOL 699 - Biological Research

Credits: 3

Investigation of a research topic with emphasis on technique, data collection and analysis, and the evaluation of results in relation to current literature. Repeatability: Repeatable up to 6 hours.

BCOM 231 - Business Communication

Credits: 3

A detailed study of business communication. Includes analysis and practice in writing a variety of messages used to communicate in business and industry. Emphasizes the psycho-semantic aspects of effective organizational communication. Prerequisite(s): CMST 101, CIS 151, and ENG 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BCOM 331 - Advanced Business Communication

Credits: 3

The continued study of business communication builds on foundations presented in BCOM 231. This course expands basic communication skills and knowledge as students prepare for the increased communication demands of the business world. The topics covered provide a macro approach to business communication practices and skills at the corporate level. Prerequisite(s): BCOM 231 and junior standing or permission of instructor

BCOM 351 - Negotiation and Conflict Resolution

Credits: 3

The ability to negotiate and resolve conflicts has never been more important than in contemporary organizations, where the allocation of scarce resources is a constant challenge. Students enrolled in BCOM 351 will be asked to integrate knowledge from fields such as management, marketing, technology, economics, accounting and finance to develop solutions to demands for resources from both the individual and organizational perspective. Prerequisite(s): BCOM 231 , MNGT 201 or MNGT 305 , or MKTG 201 or MKTG 305

BCOM 401 - Business Career Planning and Professional Development

Credits: 1

A lecture-discussion-practicum class emphasizing identification of goals and processes of professional development through career planning. Related job-market issues of concern to senior business students also are addressed. Prerequisite(s): BCOM 231 and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

BSED 393 - Methods of Teaching Computer Courses

Credits: 3

Objectives, planning, methods, materials, and devices for teaching computer applications. A hands-on approach to the use of the microcomputer in business education classes; use of business software; and analysis and design of programs for business education courses. Prerequisite(s): CIS 261.

BSED 397 - Methods of Teaching Business Education

Credits: 3

Emphasis on instructional methods and materials used in teaching business education subjects. Also includes class organization, equipment needs, standards, and evaluation. Prerequisite(s): ACCT 201, ECON 208, and EDUC 221

BSED 571 - Principles and Philosophy of Vocational Education

Credits: 3

Philosophy and principles, and objectives of vocational education related to the needs of the beginning vocational teacher. Consideration of the various service areas, including wage-earning and non-wage earning vocational areas, as a foundation for further study.

BSED 591 - Managing In-School Labs and Coordinating Business, Career, and Technical Education Programs

Credits: 3

This course is for in-service teachers in business, career, and technical education. Special techniques and knowledge for managing in-school laboratory programs and coordinating business, career, and technical education programs including ICE programs will be examined and identified. Students will develop specific activity-based in-school labs. Students will develop a coordinators' manual for a business, career, or technical education program. Students will examine, study, and identify the relationships and interrelationships between school corporations, businesses, community, parents, students, and advisory boards.

BLAW 263 - Legal Environment of Business

Credits: 3

Required: Business Core requirement for all business majors. An introduction to the legal system within which business organizations operate, as well as ethical considerations and social and political influences that affect such organizations by changing the legal system. Prerequisite(s): sophomore standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su

BLAW 363 - Law for the Entrepreneur

Credits: 3

This course provides an overview of the legal issues involved in starting and running a business. Students become limited owners of an actual on-going business, which they operate. Topics covered include, but are not limited to, legal matters in a commercial setting, as well as continued preparation for legal subjects covered in the CPA/CMA exams. Prerequisite(s): BLAW 263.

BLAW 618 - Legal and Social Environment of Business

Credits: 3

A study of the interaction of business with legal institutions, emphasizing both positive law and ethical concerns. The course focuses on those contemporary legal and social issues facing today's business decision-makers. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CHEM 103 - Molecules, Matter, and Me

Credits: 3

This introductory chemistry class is designed to give knowledge and understanding of selected important facts and principles of chemistry. Topics such as nuclear energy, radiation, global warming, and ozone depletion are investigated. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CHEM 107 - Elements in Everyday Chemistry

Credits: 4

An introductory chemistry course that uses selected important facts and principles to explain interesting phenomena such as global warming, ozone depletion, nuclear energy, acid rain, etc. A laboratory experience enhances the understanding of chemistry. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1720.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CHEM 108 - Chemistry for Educators

Credits: 2

This course provides an inquiry based approach to learning foundational concepts of chemistry with coverage of chemistry's influence on society where appropriate. Topics will include scientific method, nature of matter, atomic structure, bonding theories, chemical reactions and thermochemistry. Issues related to laboratory safety including proper handling, storage, and disposal of chemicals are addressed. This course is intended for teacher candidates only. Prerequisite(s): Grade of C or better in PHYS 108, PHYS 175 or PHYS 205 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (1-1.5)

CHEM 141 - Principles of Chemistry

Credits: 4

Selected principles and applications of inorganic, physical, organic, and biochemistry with laboratory experiments illustrating the principles covered. Meets The University Core Curriculum C3: Science category. Prerequisite(s): working knowledge of algebra. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CHEM 175 - Survey of Chemical Concepts

Credits: 4

A broad introduction to chemical concepts selected to enhance the background of beginning science majors. Meets The University Core Curriculum C3: Science category. Prerequisite(s): high school chemistry or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

CHEM 218 - Chemistry Seminar I

Credits: 1

This course provides an introduction to chemical literature, scientific writing, and science ethics. Students will conduct literature searches and prepare outlines, summaries, and reports and give a poster presentation on various topics. Prerequisite(s): CHEM 353 (may be taken concurrently). Co-Requisite(s) (must be taken at same time as): CHEM 353 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

CHEM 241 - Organic/Biochemistry Principles

Credits: 4

The major emphasis is on introductory principles of organic and biochemistry. Prerequisite(s): CHEM 261 and CHEM 262 or equivalent. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-0) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1723.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CHEM 261 - General Chemistry I

Credits: 4

A systematic study of the essential nomenclature, hypotheses, theories, and laws of chemistry necessary for chemistry majors and minors. Some of the topics presented in the course include stoichiometry, atomic structure, thermochemistry, solutions, crystal structure, and gas laws. Meets The University Core Curriculum C3: Science category. Prerequisite(s): MATH 111, MATH 115, or MATH 118 (may be taken concurrently); or placement into MATH 230 or exempt from Math placement testing; or CHEM 175; or consent of instructor. Co-Requisite(s) (must be taken at same time as): MATH 111. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1721.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CHEM 262 - General Chemistry II

Credits: 4

A continuation of CHEM 261 with some laboratory work in qualitative analysis. Some of the topics presented include kinetics, equilibrium, ionic equilibrium, thermodynamics, electrochemistry, and nuclear and organic chemistry. Meets The University Core Curriculum C3: Science category. Prerequisite(s): CHEM 261 or equivalent. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-1) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1722.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CHEM 318 - Chemistry Seminar II

Credits: 1

Students will use online databases such as Dialog, Scifinder, and STN to research chemistry literature and patents in order to prepare scientific manuscripts and present a seminar on a chemistry literature paper. Students will also participate in mock interviews and learn about graduate school and career options. Prerequisite(s): CHEM 218 and CHEM 354 (may be taken concurrently), **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CHEM 321 - Quantitative Analysis

Credits: 4

The principles and techniques of gravimetric, volumetric, spectrophotometric, electrochemical analysis, and chromatography are developed in lecture and laboratory. Prerequisite(s): CHEM 262 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su.

CHEM 341 - Environmental Chemistry

Credits: 3

A combination field, lecture, demonstration, and laboratory course to study the collection, analysis, and effects of chemicals in the environment. Prerequisite(s): CHEM 321 and CHEM 353, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, odd-numbered years.

CHEM 351 - Polymer Chemistry

Credits: 3

This course provides an introduction to macromolecules, standard methods of polymer synthesis, chemical kinetics, and characterization and processing methods. Prerequisite(s): CHEM 354 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, odd-numbered years.

CHEM 353 - Organic Chemistry I

Credits: 4

A development of the fundamentals of aliphatic and aromatic organic chemistry with special emphasis on structure and mechanism. Structure, nomenclature, and physical properties of all organic functional groups are included. Prerequisite(s): CHEM 262. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CHEM 354 - Organic Chemistry II

Credits: 4

A continuation of CHEM 353 including alicyclic and aromatic compounds. Prerequisite(s): CHEM 353. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CHEM 361 - Survey of Physical Chemistry

Credits: 4

Coverage includes selected topics from applied chemical thermodynamics, kinetics, statistical mechanics and quantum mechanics. Required expressions are developed from fundamental principles utilizing calculus. A laboratory experience providing exercises in thermodynamics, kinetics, and spectroscopy is included. Biological applications are explored in lecture and laboratory when appropriate. Prerequisite(s): MATH 230, PHYS 176 (or PHYS 206), and CHEM 321. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CHEM 418 - Chemistry Seminar III

Credits: 1

Using skills gained from 218 and 318, students will write a comprehensive literature review article on an approved chemistry topic and provide an oral presentation to the class. Prerequisite(s): CHEM 318. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CHEM 421 - Instrumental Analysis

Credits: 4

This course introduces students to the instruments and techniques used in modern chemical analysis. The course will emphasize spectrophotometry, electrochemical analysis, chromatography, and mass spectrometry, and will provide an introduction to the electronics of modern chemical instrumentation. Laboratory work provides students with experience using techniques described in this course. Prerequisite(s): CHEM 321, CHEM 354, and PHYS 176 or PHYS 206. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-6) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CHEM 431 - Biochemistry I

Credits: 4

Biochemistry of amino acids, proteins, nucleic acids, lipids, carbohydrates, and the actions of enzymes. Encompasses chemical properties and techniques involved in the study of these macromolecules and their monomeric units. Prerequisite(s): CHEM 354, BIOL 334, or consent of instructor; recommended CHEM 321. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CHEM 432 - Biochemistry II

Credits: 4

Continuation of 431 including major metabolic pathways with emphasis on energy considerations and interrelationships of the pathways, inorganic metabolism, acid-base balance, and hormones. Prerequisite(s): CHEM 431. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CHEM 441 - Inorganic Chemistry

Credits: 4

Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. Prerequisite(s): CHEM 354 or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CHEM 453 - Advanced Organic Chemistry

Credits: 3

Advanced course in organic chemistry in which selected topics will be examined. Prerequisite(s): CHEM 354. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, even-numbered years.

CHEM 461 - Physical Chemistry I

Credits: 4

Introduction to kinetic molecular theory, chemical thermodynamics, and kinetics. Students will explore the development of these

theories from fundamental principles using multivariable calculus. Selected results from statistical mechanics also will be included. Laboratory work is designed to engage students in practical application of these theories and to expand their understanding of formal scientific communication. Prerequisite(s): CHEM 321, MATH 235, and PHYS 206. MATH 335 is recommended but not required. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

CHEM 462 - Physical Chemistry II

Credits: 4

Introduction to the theory of quantum mechanics including its applications to spectroscopy. As a continuation of 461 this course also will contain selected topics in thermodynamics and statistical mechanics. Students will explore the development of quantum mechanics from fundamental postulates using multivariable calculus. Laboratory work is designed to engage students in practical application of theoretical principles and to expand their understanding of formal scientific communication. Prerequisite(s): CHEM 461. MATH 335 is recommended but not required. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

CHEM 490 - Undergraduate Teaching Experience in Chemistry

Credits: 1-3

Course designed to provide students with practical exposure to and experience with the college teaching profession. Students will work closely with individual faculty to learn and experience first-hand the range of duties performed by college professors in chemistry. Students will assist faculty in activities such as laboratory instruction, exam preparation, grading, and development of course materials and exercises. Intended for academically talented chemistry majors who aspire to careers in the professorate or high school teaching. Tuition waiver provided. Prerequisite(s): Junior or senior standing plus consent of supervising instructor and department chair. This course does not satisfy any requirement in the Core Curriculum and will not be counted toward the chemistry major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

CHEM 499 - Introduction to Research

Credits: 1-2

Original problems in experimental and theoretical chemistry. Prerequisite(s): consent of instructor and approval of department chair. Repeatability: May be repeated up to eight hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

CHEM 518 - Seminar and Chemical Literature

Credits: 2

A study of the chemical literature. The preparation of a scientific manuscript and the presentation of a seminar.

CHEM 521 - Instrumental Methods of Analysis I

Credits: 3

A study of principles and applications of instrumental analysis including an introduction to error analysis and absorption and emission spectroscopy. Techniques include UV, IR, NMR, atomic absorption, and emission. Prerequisite(s): CHEM 353, CHEM 321.

CHEM 522 - Instrumental Methods of Analysis II

Credits: 3

A continuation of CHEM 521 with emphasis on electronics, chromatographic techniques, and electro analytical methods. Prerequisite(s): CHEM 353, CHEM 321.

CHEM 541 - Inorganic Chemistry

Credits: 3

Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. A special research project is required.

CHEM 553 - Organic Qualitative Analysis

Credits: 3

The development of the qualitative procedures and techniques used in organic chemistry. Prerequisite(s): CHEM 354.

CHEM 558 - Topics in Organic Chemistry

Credits: 2

An advanced course in organic chemistry that considers special topics. Prerequisite(s): CHEM 354; recommended CHEM 462.

CHIN 101 - Beginning Chinese I

Credits: 3

Fundamentals of Chinese; no previous Chinese required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in language lab. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

CHIN 102 - Beginning Chinese II

Credits: 3

Fundamentals of Chinese; continuation of CHIN 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Prerequisite(s): CHIN 101 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CHIN 203 - Intermediate Chinese I**Credits: 3**

Continuation of CHIN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in language lab. Prerequisite(s): CHIN 102 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CHIN 204 - Intermediate Chinese II**Credits: 3**

Continuation of CHIN 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Chinese-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in language lab. Prerequisite(s): CHIN 203 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CHIN 499 - Individual Study in Chinese**Credits: 1-3**

Research or advanced study of a specific area of Chinese literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. Prerequisite(s): Approval of department chairperson. Repeatability: May be taken up to 6 credit hours.

CMST 101 - Introduction to Public Speaking**Credits: 3**

Principles and practices of oral communications with selected experiences in their use. Meets The University Core Curriculum A1: Composition/Speech category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ICM 1103.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CMST 107 - Introduction to Interpersonal Communication**Credits: 3**

Increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Course includes nonverbal communication, the role of language in structuring interpersonal situations, and the importance of dialogue in resolving interpersonal conflicts. Meets The University Core Curriculum A1: Composition/Speech category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ICM 1101.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CMST 201 - Introduction to Communication Studies**Credits: 3**

This course is designed to introduce students to the academic discipline of Communication Studies. For decades, Communication Studies has been mistaken as a discipline that focuses solely on presentational speaking, speechmaking, and public address. However, these elements within CMST represent only a small fraction of the discipline. This course will be an exploration of all the major areas of the field, the history of CMST as a discipline, the research and writing style associated with CMST, the practical and theoretical tools expected of CMST graduates, and the many careers CMST graduates can explore. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CMST 203 - Introduction to Performance Studies**Credits: 3**

This course will serve two purposes. First, operating on the theory that literature is best understood and appreciated when performed, this course is designed to give students experience performing and analyzing literature. In addition, this course will introduce the many ways we experience performance in our everyday lives. Meets The University Core Curriculum B2: The Arts category. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 204 - Business and Professional Communication**Credits: 3**

A study of the theory and principles involved in oral communication situations in the business and professional context. Students will present speeches, participate in interviews, and learn to work in teams. Special attention will be given to the use of computer-mediated communication in each of these units. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CMST 214 - Group and Team Communication**Credits: 3**

Introduces students to the basics of group and team communication. Students learn about the dynamics of group interaction with emphasis on leadership, decision making, and group preparation. Students will be exposed to a variety of group types, including

standing committees, ad hoc groups, task forces, special interest groups, and administrative groups. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 301 - Communication Criticism and Analysis

Credits: 3

The purpose of this course is to familiarize students with basic techniques of planning, conducting, and reporting qualitative human communication research. Focusing on communication criticism as well as ethnographic study, the course will introduce students to methods and theories that can enhance the understanding of most types of communication, including public address, media events, popular culture, organizational interaction, family conversation, cultural artifacts, or social interaction.

Prerequisite(s): CMST 201 (grade of C or better) and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 303 - Introduction to Persuasion

Credits: 3

This course focuses on our dual roles as producers and consumers of persuasive messages. Students will examine persuasion in a variety of texts and contexts, as well as examine persuasive elements in human interaction and behavior. In addition to learning about the roles logic, credibility, emotion, and cultural tradition play in persuasion, students will learn strategies for constructing effective and ethical persuasive messages. Prerequisite(s): CMST 201 (grade of C or better) and junior standing. **Term(s)**

Offered (F=Fall, Sp=Spring, Su=Summer): Sp.

CMST 308 - Rhetoric and Diversity

Credits: 3

Students will produce and deliver effective rhetorical messages, actively applying both traditional and more modern rhetorical strategies. The course will begin by studying traditional (e.g., primarily male and Western) notions of rhetoric, argument, and evidence. The focus will then shift to more recent notions of what “rhetoric” can be, particularly by studying rhetorical strategies. Prerequisite(s): CMST 301 (grade of C or better) and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CMST 313 - Advanced Performance Studies

Credits: 3

Advanced topics in individual performance as a method of textual study, theory, and practice in individual performance as an aesthetic event and rhetorical and social act. Prerequisite(s): CMST 203 (grade of C or better) or consent of instructor.

CMST 314 - Organizational Communication

Credits: 3

A review of the research and theoretical approaches to organizational communication. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help to alleviate typical interpersonal problems within organizations. Prerequisite(s): CMST 204 (grade of C or better) and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 315 - Readers Theatre

Credits: 3

This course will focus upon a variety of forms of Readers Theatre. Experiences will be provided in adapting selections for Readers Theatre and creating original scripts. Students will study techniques of both directing and performing Readers Theatre productions. Prerequisite(s): CMST 203 (grade of C or better) or consent of instructor.

CMST 317 - Intercultural Communication

Credits: 3

This exploration of cross-cultural communication surveys intercultural theories and problems in communication. It offers a general orientation to intercultural communication, theorizes intercultural transactions, and provides insight into cultural differences. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): CMST 107 (grade of C or better) or consent of instructor and junior standing. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su.

CMST 318 - Conflict, Mediation and Negotiation

Credits: 3

This skills-based service learning course will examine conflict, mediation, and negotiation systems in organizations and other personal contexts. It will focus on interpersonal and organizational factors leading to conflict as well as communicatively competent strategies to manage conflict. The course will provide knowledge and skills related to mediating disputes and negotiating agreements. Prerequisite(s): CMST 204 (grade of C or better) and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 400 - Independent Study in Communication Studies

Credits: 1-3

This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the discipline. A maximum of six hours may be taken; only three may be taken in any one semester. Students who wish to take independent study courses in the Communication Studies curriculum should be aware of the following points: 1) Only six hours

of independent study may apply toward a major in communications; 2) No more than three hours of CMST 400 may be directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prerequisite(s): 21 hours of Communications Studies courses, upper division status, and written consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CMST 402 - Gender, Communication, and Culture

Credits: 3

This course combines cognitive and experimental approaches to gender and culture as they relate to communication. Students will obtain a critical understanding of gender construction and behavior, as well as learn about gendered conflict, identity, relationships, and differences. Prerequisite(s): junior or senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 407 - Communication and Healthcare

Credits: 3

In this course, students will be introduced to the many ways that we, as human beings, communicate about our health. This seminar has been designed to integrate numerous theoretical and methodological perspectives on health communication in order to give students a broader scope of how health messages and health communication processes are enacted, mediated, conceptualized, and studied. In this course, students will read and analyze how we communicate health messages interpersonally, organizationally, rhetorically, and through the mass media. Furthermore, through studying diverse health communication processes, students should become more aware of how these processes influence and impact each other (e.g., television messages about smoking impact how people discuss tobacco use interpersonally). Prerequisite(s): CMST 107 (grade of C or better) and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 410 - Seminar in Interpersonal Communication

Credits: 3

The special topics course will offer students the opportunity to examine more closely specialized topics in interpersonal communication. Topics may include areas such as family communication, health communication, relational maintenance, or dialogic communication. Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. Prerequisite(s): CMST 107 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 414 - Oral Traditions

Credits: 3

This course examines the dynamics of orality, literacy, and tele-literacy to better understand the role oral literacy has played in personal and social expression. Students will examine topics including verbal performance, oral poetry, oral history, folk tales, folk songs, and urban legends. Prerequisite(s): junior or senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 420 - Seminar in Organizational Communication

Credits: 3

This course will offer the students the opportunity to examine more closely specialized issues in organizational research, theory, and application. Topics will vary each semester and may include areas such as values and leadership, organizational advocacy, communication training and development, or organizational culture. Prerequisite(s): CMST 204 (grade of C or better) and junior standing. Repeatability: Students may repeat this course provided the topic is different. Only six hours may apply toward the major in communication studies. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

CMST 427 - Family Communication

Credits: 3

This course is designed to enable students to think critically about the communication processes that comprise and define families. In this course, students will be exposed to the numerous methodological and theoretical perspectives taken by contemporary family communication scholars. Moreover, in this course students will learn how to distinguish family communication research from other kinds of scholarship (i.e., family sociology or interpersonal communication) and how to better apply family communication theories and research to their own lives. Prerequisite(s): CMST 107 (grade of C or better) and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CMST 430 - Seminar in Rhetoric

Credits: 3

This special topics course will offer students the opportunity to examine more closely specialized topics related to the psychological, sociological, or cultural dimensions of persuasion and social influence. Prerequisite(s): CMST 301 (grade of C or better) and junior standing. Repeatability: Students may repeat this course provided the topic is different. Only six hours may apply toward the communication studies major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CMST 498 - Internship in Communication Studies

Credits: 3

Offers students job experience in the discipline through a minimum of 150 hours of supervised professional work. Prerequisite(s): junior standing and consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

CMST 499 - Special Topics in Communication Studies

Credits: 3

Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Prerequisite(s): junior standing. Repeatability: Students may repeat this course provided the topic is different. Only six hours may apply toward the Communication Studies major.

COMM 190 - Computer Basics

Credits: 1

An introduction to basic computer usage and programs designed around common computer tasks and programs, such as document/page design, photograph manipulation, and graphic design. Repeatability: Course can be repeated three times when students take course with different tasks and programs. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

COMM 192 - Introduction to Mass Communication

Credits: 3

Presentation, lectures, and assignments designed to introduce students to the basic concepts of mass communication; to foster an understanding of the roles and functions of communication media in our society; to present concepts and principles of journalism (oral and written); and to prepare students to be intelligent users of media. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ICM 1102.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

COMM 299 - Special Topics in Communications

Credits: 3

Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Repeatability: Course may be repeated once if the topic is different from the one previously taken.

COMM 477 - Comparative Structures of Mass Media in a Global Community

Credits: 3

This course examines the history and future of international communications and issues related to mass media in a global community, including ethnic and cultural diversity, media systems, the role of media, freedom of the press, parity between distribution of news and shaping the public mind, international stereotyping, and international propaganda. Prerequisite(s): junior standing or consent of instructor.

COMM 494 - Mass Communication Law and Ethics

Credits: 3

A study of the special laws of libel, First Amendment problems, free press vs. fair trial, copyright, the Internet, ethical issues, and regulatory provisions that pertain to mass media. Prerequisite(s): junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

COMM 495 - Mass Communication Research

Credits: 3

Theories and applications of research methods for the mass media including survey design, basic statistical procedures, sampling, and the reporting of data. Prerequisite(s): junior or senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

COMM 497 - Career Planning and Professional Development

Credits: 1

This course is designed to prepare the student for transition from college to the job market by examining career options, job search preparation, ethics in professional practice, and leadership skills and development related to decision making. Prerequisite(s): PRA, JRN, or RTV major or minor and senior standing or consent of instructor.

COMM 502 - Gender, Communication, and Culture

Credits: 3

The course provides cognitive and experiential approaches to gender and communication. Students will read and discuss a number of theoretical principles, then explore how those principles “transfer” to real-world contexts. This class examines gender identity and the relationship gender has to our institutions—media, business and industry, government agencies, and healthcare and educational organizations.

COMM 601 - Foundations of Communication Theory

Credits: 3

The course examines the philosophical bases and nature of theory construction in human and mediated communication through an intensive study of theoretical paradigms and models. The course examines contemporary theories and explores the bases of those theories.

COMM 602 - Qualitative Research Methods in Communication

Credits: 3

The course is designed to provide a reasonably comprehensive overview of qualitative inquiry within the communication

discipline. We will examine some of the theoretical underpinnings of doing research; but more importantly, students will become equipped with pragmatic tools essential to conducting human communication research.

COMM 603 - Quantitative Research Methods in Communication

Credits: 3

Students will be introduced to basic issues of research design, methodology, and statistical analyses. This course will emphasize the scientific approach to understanding how research methods apply to areas of communication research. The course is designed to develop the tools a student will utilize in one's career as a communication practitioner or a researcher. Students will find that many of these tools will apply to their daily lives.

COMM 604 - Contemporary Rhetorical Criticism

Credits: 3

This course is a graduate seminar in the practice of rhetorical criticism. Rhetorical criticism examines the process of how we communicate with symbols and the various techniques used by rhetors. Students analyze how symbolic artifacts (films, speeches, images, words, performances, and "discourse" in general) act on people. That is, how does a text inform, entertain, arouse, or persuade an audience? Students explore various rhetorical theories and methods, including neo-Aristotelian, ideological, narrative, generic, metaphoric, and feminist approaches.

COMM 611 - Communication and Personal Relationships

Credits: 3

The course is an introduction to the contemporary research, topics, theories, and methodologies of communication and personal relationships. In the course, students will explore interpersonal communication in a variety of contexts including, but not limited to: (a) marital communication and relational satisfaction; (b) dialogic communication in romantic relationships; (c) family communication systems; (d) friend and social network systems; (e) disclosure of private information; (f) relational dialectics; and (g) problematic/abusive behavior within interpersonal communication. The course will focus on current research trends in the area, paradigmatic shifts in the field of personal relationships over the past decade, and how interpersonal communication scholarship lends itself to improving social interactions and communication competence in a number of venues.

COMM 612 - Health Communication

Credits: 3

An introduction to the many ways that we, as human beings, communicate about our health. This seminar has been designed to integrate numerous theoretical and methodological perspectives on health communication in order to give students a broader scope of how health messages and health communication processes are enacted, mediated, conceptualized, and studied. Students will read and analyze how health messages are communicated interpersonally, organizationally, rhetorically, and through the mass media. Through studying these diverse health communication processes, students should become more aware of how these processes influence and impact each other (e.g., television messages about smoking impact how people discuss tobacco use interpersonally).

COMM 613 - Political Communication

Credits: 3

Political communication incorporates the creation, distribution, control, use, and effects of information as a political resource. Students will explore such topics as the role of journalists and news organizations in the political system, the development and effectiveness of communication strategies in political campaigns, communication patterns and issues in international relations, and the function of communication in the politics of modern societies. Special attention will be given to the relationship between political communication and civic discourse.

COMM 614 - Interpersonal Communication within Organizations

Credits: 3

This course provides a review of the research and applied approaches to organizational communication. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations.

COMM 615 - Communication and Culture

Credits: 3

This course explores the intersection between rhetoric and public culture. Traditionally, rhetoric scholarship has focused on the conception, composition, presentation, and reception of messages that tend to be persuasive in nature. Scholarship in cultural studies, on the other hand, has tended to analyze the production of meanings and how they relate to social practices. Drawing from the two fields, we will explore how different cultural texts and their meanings are produced, interpreted, and circulate. Specifically, we will investigate such issues as: ideology, hegemony, polysemy, discourse, text/context, rhetor/audience, publics, place/space, collective memory, narrative, and power. In addition, we will learn about the different research practices of rhetorical criticism and cultural ideas.

COMM 616 - Performance in Social Contexts

Credits: 3

This course examines the intersections between community and performance. After examining scholarly perspectives of

performance and of community, we will explore the ways performance appears in our daily lives and in our community. When possible we will go into our community to observe and participate in these performances. By understanding the social and cultural contexts of performances, we become more attuned to our daily experiences and to the world that provides the social and cultural context for those experiences.

COMM 617 - Instructional Communication

Credits: 3

This seminar will focus on research related to communication practices in educational settings. Students will engage in research practices to understand communication concepts related to teacher and student behaviors, learning, instructional processes, instructional technology, and instructional communication theory building.

COMM 620 - Special Topics in Organizational Communication

Credits: 3

This seminar will center on practical concepts related to communication in organizations. Course topics include Training and Development, Assimilation, Instructional Communication, Innovation, or other topics related specifically to communication organizations. Repeatability: Repeatabile with topic changes.

COMM 621 - Advanced Public Relations

Credits: 3

A capstone seminar involving case studies and problems regarding the principles and application of effective two-way communications in a variety of situations affecting the practice of public relations. This course will focus on how contemporary organizations use public relations in everyday functioning and how public relations firms or departments deal with potential or actual crises within organizations.

COMM 622 - Emerging Issues in Computer-mediated Communication

Credits: 3

A case-based approach in which students learn to solve problems of media-related organizations as they adapt to changes in technologies and production. Topics in this course will deal with social-networking technologies, technological power structures inherent in organizations, blogging, electronic reporting, and technology as a mechanism for international organizational functioning.

COMM 623 - Telecommunications Operations: A Leadership Approach

Credits: 3

This course covers two areas: 1) management of broadcast stations and cable systems, both commercial and non-commercial and 2) leadership theory and practice. Cases and topics specific to the telecommunications industry will be stressed. Topics will include management theories, functions and roles. Principles of leadership will be applied to personnel management, sales management, promotion and marketing, and program management. Different leadership approaches will be examined including, but not limited to skills approach, style approach, situational approach, and contingency theory. Culture and leadership, leadership ethics, and women and leadership will be addressed.

COMM 624 - Nonprofit Advancement

Credits: 3

This course explores principles of nonprofit institutional advancement (PR) and development (fund-raising). Topics covered include marketing, public relations, publications, alumni relations, annual appeal, planned giving, corporate and foundation relations, major gifts, and capital campaigns. The course examines ethical issues involved.

COMM 625 - History of Mass Media

Credits: 3

This course is designed to offer a graduate-level general survey of the development and impact of the mass media in the United States. The course is divided into eight sections. The instructor covers newspapers and magazines, television, radio, advertising, public relations and photography using an "archeological model," beginning with the Gulf War of 1991, and working back to colonial press. Students have the opportunity to complete several short written assignments, and one longer term paper.

COMM 626 - Semiotics

Credits: 3

Introduction to the use of signs, symbols and signals in communication. A systematic and systemic analysis of the meta-theory relationship between expression and perception in verbal and nonverbal communication systems. The course emphasizes the relationship of semiotics to theories such as structuralism, semantics, hermeneutics and general systems theory.

COMM 630 - Advanced Mass Communication Seminar

Credits: 3

An advanced course dealing with a specialized topic within Mass Communication. Topics will vary on the basis of the instructor's area of expertise and student demand.

COMM 631 - Organizational Rhetoric

Credits: 3

This graduate seminar examines organizational communication from a rhetorical perspective. Students will investigate the communicative processes through which formal organizations influence public attitudes. Additionally, students will examine how members within organizations use persuasive methods to reinforce particular organizational values and goals, to generate collective identities, and to motivate others to work in particular ways. Students will attempt to answer questions such as: How do organizations persuade customers to purchase their products? How do they communicate with their stakeholders? How do they manage organizational crises? This course will allow students to understand how organizational members use various forms of communication, such as public relations, to accomplish their goals.

COMM 690 - Capstone Project**Credits: 3-6**

The capstone project requires students to collect data on an applied organizational and/or community-based issue. Students will collect and analyze their data in the same manner as they would if they were conducting thesis research; but, instead of composing an academically-oriented manuscript, the student will compose a document laying out the issue at hand, the evidence, the analysis of data, and the proposed data-based solution or outcome.

COMM 699 - Thesis**Credits: 3-6**

Students who select the thesis option will conduct academically-oriented research in a chosen area of communication. The thesis option will enable students to grasp important theoretical, methodological, and content principles and concepts and to author a manuscript of convention and/or journal publication quality.

CIS 111 - Introduction to Computer Information Systems**Credits: 3**

An introduction and overview of the important role computer information systems play in modern businesses and organizations. In addition, the many aspects of computer information systems such as history, hardware, operating systems, applications software, networks, systems integration, programming logic, and digital thinking are discussed. This class will take advantage of laboratory assignments that will give students “hands-on” experience and thus allow them to become comfortable with the many topics discussed.

CIS 141 - Computer Skills for Non-Business Majors**Credits: 3**

Introduction to Windows and Microsoft Word, Excel, and PowerPoint skills for college survival.

CIS 151 - Computer Applications in Business**Credits: 3**

Survey of business computer applications emphasizing microcomputers and applications software packages to business. Included are applications with word processing, spreadsheets, presentation programs, file and database management systems, and other software packages used in business. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1740. Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.*

CIS 261 - Advanced Microcomputer Applications**Credits: 3**

A continuation of the development of microcomputer applications and problem-solving skills. Provides a basic review of the Windows interface and file management features; explores advanced spreadsheet and database concepts; and provides an introduction to presentation software, the Internet, and integration across word processing, spreadsheet, and database applications. Prerequisite(s): CIS 151 or equivalent. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

CIS 276 - Introduction to Enterprise Web Development**Credits: 3**

This course provides an introduction to the socio-behavioral impact of the Internet and the www, and shows how this drives development of web site solutions for effective business use. This is accomplished through a multifaceted approach consisting of theory in graphics, technical writing, and information technology solutions.

CIS 305 - Management Information Systems**Credits: 3**

An introduction to management information systems. Fundamental concepts of information are explained and integrated into organizational structures. Basic system modeling tools and techniques are introduced. The importance of the computer and information are emphasized. The use of information as an organizational resource is studied. The strategic use of information technology in an organization to gain a competitive advantage will be emphasized throughout the course. Prerequisite(s): CIS 151, ACCT 201 and ACCT 202*, ECON 208 and ECON 209*, and junior standing. (Courses marked * may be taken concurrently with CIS 305.) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

CIS 335 - Seminar in Information Systems**Credits: 3**

The Seminar in Information Systems enables faculty to offer students in the CIS Management track the opportunity to study

contemporary issues in management information systems not covered in depth in other departmental courses. Specific topic, method of presentation and student requirements will be designated by the seminar leader. Prerequisite(s): CIS 305.

CIS 345 - Information Systems Security and Risk Management

Credits: 3

An intermediate level course providing in-depth coverage of the motivations, architectures, and implementations of security-related policies, technologies, and practices to better protect information systems against possible threat. Prerequisite(s): CIS 305

CIS 361 - Using VBA

Credits: 3

An introduction to Visual Basic for Applications (VBA), which is the foundation for exploiting the full potential of applications such as Microsoft Word, Excel, and Access. Course topics will include techniques to automate repetitive tasks, principals of design that provide criteria for creating interfaces that effect correct results as well as stimulate user interest, interactive objects, and structured programming techniques. Prerequisite(s): CIS 261.

CIS 367 - Data Communications

Credits: 3

This course is designed to give the student a thorough understanding of the existing use of data communication networks as well as future developments in the area of telecommunications. The course topics will include the basic hardware needed for a functioning network, basic technical concepts of data communications, the various types of network configurations, and circuits. Also needed will be network design techniques, protocols, software, network architecture, local area networks, network management, and security and control issues related to networks. Prerequisite(s): CIS 305 and junior standing.

CIS 375 - Systems Analysis and Design

Credits: 3

This course is an in-depth study of the business information system development life cycle, emphasizing the investigation, systems analysis, and logical design phases. Analysis and design techniques are presented which are used to develop computer-based systems. Analysis and design of a variety of business information systems are covered and CASE technology is introduced. Prerequisite(s): ACCT 201, CIS 305, and junior standing. (A programming language is recommended.)

CIS 376 - Programming for Enterprise Web Development

Credits: 3

An intermediate course in the web development curriculum focusing on specific technical skills. Concentration for this course will be on HTML, XHTML, CSS, and Javascript though supplementary topics on client side web page design will be covered. Prerequisite(s): CIS 276

CIS 377 - Introduction to Database Concepts

Credits: 3

Introduction to database theory. Discussion of data structures, indexed and direct file organizations, models of data including hierarchical, network, and relational. Discussion of data analysis, design, implementation, and database administrator functions. Application of database, data definition languages, data manipulation languages, and/or data manipulation through a host language. Prerequisite(s): CIS 261 Cross-Listed: Dual listing as CS 377.

CIS 385 - Enterprise Resource Planning

Credits: 3

The broad objectives of this courses are to give a foundation in core concepts related to ERP and its core components, critique the implications of ERP for organizational functioning, evaluate the issues related to ERP implementation, and demonstrate teamwork and decision-making skills.

CIS 454 - Managing Information Technology

Credits: 3

An introduction to the financial, technical, and strategic information systems planning process. Emphasis is on the relationship of the information systems planning process to overall business goals, policies, plans, management style, and industry conditions. The selection of large system projects, assessment of a currently installed system, determining approaches to staffing, software, hardware, processing, and financing an information system are studied. Prerequisite(s): CIS 305.

CIS 476 - Advanced Enterprise Web Development

Credits: 3

This course is an advanced study of enterprise web development focused on server side programming concepts and applications required to support the typical business environment in the Internet age. Information needs of the typical business will be examined, along with ways of providing this information through the use of Internet applications. Selected web development tools will be used to illustrate the necessary programming techniques, database connectivity, and utilization required to provide the desired results. Lab assignments will be used to master programming language, database systems, and problem solving skills. Prerequisite(s): CIS 376 and CIS 377

CIS 477 - Applied Software Development Project

Credits: 3

Application of computer programming and system development concepts, principles, and practices to a comprehensive system development project. A team approach is used to analyze, design, document, and implement realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations, and group dynamics in the solution of informal systems problems. Prerequisite(s): CIS 305, CIS 375, CIS 377, and an advanced programming language. Senior standing.

CIS 487 - Special Topics in CIS

Credits: 3

Analysis and study of special topics in computer information systems. Focus is on new developments in information management, hardware and software, ethical issues, and other selected topics. Prerequisite(s): CIS 305 and senior standing.

CIS 601 - Information Systems and Technology

Credits: 3

This course explores alternative approaches to managing the resources (computers, networks, software, data, and people) that organizations utilize in applying information technology (IT). It focuses upon the role of the user-manager in identifying opportunities (and avoiding pitfalls), developing applications, and creatively using IT to improve personal and organizational performance. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

CIS 627 - Systems Development

Credits: 3

This course, which consists of a survey of systems development methodologies, is intended to give the student a thorough understanding of the analysis, design, implementation and maintenance of computer-based information systems in business organizations. MBA students are introduced to state-of-the-art systems development tools and their use, as well as the strengths and limitations of each.

CIS 699 - Independent Study

Credits: 1-3

Supervised study or research in a specific area in computer information systems. Prerequisite(s): consent of MBA director.

CS 101 - Fundamentals of Computer Science

Credits: 3

A first course intended for both major and non-major novice computer users that introduces computers and computing. Topics include computer hardware, software, mathematical fundamentals (such as boolean algebra, combinatorics, and number theory), problem-solving concepts, programming techniques, history of computing, career opportunities and the impacts of computing on society. Students will use a computer lab to produce small programs in a high-level programming language.

CS 201 - Introduction to Object-Oriented Programming Using Java

Credits: 3

Introduces the fundamental concepts of programming from an object oriented perspective. Through the study of object design, this course introduces data abstraction, inheritance, overriding, programming flow of control, operator precedence, and simple data structures such as lists and arrays. This course also introduces the basics of human-computer interfaces, graphics, and the social implications of computing, along with significant coverage of software engineering.

CS 215 - Discrete Structures for Computer Science

Credits: 3

Offers an intensive introduction to discrete mathematics as it is used in Computer Science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinatorics, and discrete probability.

CS 258 - Introduction to Object-Oriented Programming Using C#

Credits: 3

Introduction to C# with a focus on object-oriented programming techniques. In addition, the language syntax, data types, methods, functions, and procedures necessary to write C# programs will be covered. The language will be introduced using console examples and will migrate to Windows examples during the course of the semester. Laboratory exercises will be assigned that represent common business problems for which the language is best suited.

CS 276 - COBOL Programming I

Credits: 3

An introduction to the COBOL programming language. A structured approach is used to demonstrate the use of COBOL language in managing corporate information. Includes structured design of programs, control break processing, debugging techniques, table processing, and sequential file processing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

CS 301 - Advanced Object-Oriented Programming Using Java

Credits: 3

Continues the introduction to object-oriented programming begun in CS 201, with an emphasis on algorithms, data structures,

string processing, internal searching and sorting, software engineering, and the social context of computing. Prerequisite(s): CS 201.

CS 311 - Algorithm Design and Analysis

Credits: 3

Introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematical theory and practical considerations of efficiency. Prerequisite(s): CS 201, CS 215, CS 301.

CS 321 - Architecture of Digital Computers

Credits: 3

An introduction to the internal structure of digital computers. The design of gates, flip-flops, registers, and memories to perform operations on numerical and other data represented in binary form. Prerequisite(s): ENGR 241.

CS 358 - Advanced Object-Oriented Programming Using C#

Credits: 3

Advanced study of the C# programming language, emphasizing object oriented techniques applied to complex business information needs. In addition, the course will deal extensively with database connectivity and utilization. The course will start with Windows examples and will migrate to Web examples during the course of the semester. Laboratory exercises will be assigned that represent common business problems for which the language is best suited. Prerequisite(s): CS 258.

CS 365 - Operating Systems

Credits: 3

The course includes the fundamental principles of operating systems, resource allocation and use by applications, device organization, interrupts, concurrency, user/system state, and protection. It develops each of these areas in greater depth: scheduling and dispatch, preemptive and non-preemptive scheduling, processes and threads, file systems, buffering, encryption, virtual memory, paging, swapping, security, protection, and related topics. Both Microsoft and Unix systems will be covered. Prerequisite(s): CS 201, CS 215, CS 301, CS 311.

CS 376 - COBOL Programming II

Credits: 3

Sequential and random file processing, table handling, sorting, merging, sub-program, and error handling. Prerequisite(s): CS 276 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CS 377 - Introduction to Database Concepts

Credits: 3

Introduction to database theory. Discussion of data structures, indexed and direct file organizations, models of data including hierarchical, network, and relational. Discussion of data analysis, design, implementation, and database administrator functions. Application of database, data definition languages, data manipulation languages, and/or data manipulation through a host language. Prerequisite(s): a program language, e.g., Visual Basic, Java, C#, etc. Cross-Listed: Cross-listed as CIS 377.

CS 379 - Programming Languages

Credits: 3

Introduction to formal study of syntax semantics and the logic of programming languages. Features of prominent languages will be examined. Prerequisite(s): CS 201, CS 215, CS 301, and CS 311.

CS 411 - Network Management and Security

Credits: 3

This course provides an overview of network management and security. It covers topics in communication technologies, communication design, communication protocols, and communication system planning and development. It includes distributed computing, encryption technology, and collaboration technology. It will introduce security sites representing the state of the art in security. It will cover major security concerns of IP security, network security, security in distributed object systems, security in distributed systems, Web security, email security, viruses, trojans and worms, firewalls, and denials of service. Hands-on assignments with system and firewall configuration. Prerequisite(s): CS 201, CS 301, and CS 365.

CS 421 - Study of Legacy Systems

Credits: 3

An overview of legacy systems that will include the study of operating systems, user interfaces, basic operator commands, flat file architecture, editors, interactive and batch programming concepts, and programming languages. Laboratory exercises will be assigned that emulate common problems encountered in businesses utilizing legacy systems. Prerequisite(s): CS 301 or CS 358.

CS 458 - Advanced Programming in C#

Credits: 3

This course is an advanced study of the C# programming language, emphasizing the development of dynamic web pages. The course will cover server side controls, how to access and update data from a data source, how to bind controls to a data source and how to encapsulate visual and programmatic behavior in reusable ASP components. Laboratory exercises will be assigned that represent common business problems for which the language is best suited. Prerequisite(s): CS 358

CS 461 - Artificial Intelligence

Credits: 3

Introduces students to the fundamental concepts and techniques of artificial intelligence (AI). Prerequisite(s): CS 201, CS 215, CS 301.

CS 478 - Software Development

Credits: 3

Provides an intensive, implementation-oriented introduction to the software-development techniques used to create medium-scale interactive applications. Prerequisite(s): CS 201, CS 215, and CS 301.

CS 483 - Senior Software Development Project

Credits: 3

This course applies computer programming and software engineering concepts, principles, and practices to a comprehensive system development project. A team approach is used to analyze the problem, and then specify, design, implement, test, validate, and deliver a software package that solves the problem. Teams will use software engineering techniques and project management techniques, including milestones and formal presentations, to create and test the package solution to the system problem. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): CS 201, CS 301, CIS 305, CS 365, CIS 367, CIS 375, and CIS 377 and Senior Standing.

CS 499 - Projects in Computer Science

Credits: 1-3

Advanced project in mathematics, business, or other area, done under supervision of instructor in area. Prerequisite(s): six hours upper-division computer science courses.

CRIM 200 - Special Topics in Criminal Justice

Credits: 3

This course allows for the study of selected topics of current interest and importance in criminal justice. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course without limit, as the topic changes.

Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

CRIM 234 - Introduction to Corrections

Credits: 3

This course will examine the historical, philosophical, and theoretical foundations of the correction systems and organizations. Topics include but are not limited to sentencing options, treatment of prisoners, prisoner subcultures, prison, life, rehabilitative programming for prisoners, prisoner healthcare, prisoners' rights, community-based corrections, prisoner release and reentry, and the nature of working in and managing prisons. Prerequisite(s): ENG 101 and CMST 101 or CMST 107.

CRIM 244 - Police & Society

Credits: 3

This course explores how the various law enforcement agencies interact with society. The main topics include the history of law enforcement in the U.S. and other countries, and current issues and controversies in policing. Prerequisite(s): ENG 101 and CMST 101 or CMST 107.

CRIM 301 - Criminal Justice Administration

Credits: 3

Analysis of the public institutions which determine policy and practice in the administration of the criminal justice system. This will include the legislature, the police, the courts, and correctional systems. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

CRIM 302 - Criminal Law

Credits: 3

History and development of criminal law as a system of social control; the relationship among criminal laws; and the workings of courts and correctional systems. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.

CRIM 311 - Convict Criminology

Credits: 3

This course introduces the "Convict Criminology Perspective" as a means to educate students, prisoners, and general public. Convict Criminology is a new way of thinking about crime and corrections. Convict criminology is a developing field in critical criminology that "... consists primarily of essays and empirical research conducted and written by convicts or ex-convicts, on their way to completing or already in possession of a Ph.D. or by enlightened academics who critique existing literature, policies, and practices, thus contributing to a new perspective on criminology, criminal justice, corrections, and community corrections" (Ross and Richards, 2003, p. 6) Students will complete required readings, and develop critical thinking and problem-solving skills through interaction with the professor and other students in the classroom. This course provides students with opportunities

to discuss course topics and material both in class and through email. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

CRIM 312 - Organized Crime

Credits: 3

The purpose of this courses it to highlight 1) the social perception, nature, and extent of organized crime; 2) theoretical explanations of organized crime; 3) the business of organized crime; 4) measures being taken to combat organized crime in the U.S. and around the world; 5) differing world perspectives on organized crime. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

CRIM 331 - Gender and Crime

Credits: 3

The focus of this course is on women's experiences as victims of crime, perpetrators of crime, prisoners, and as employees and practitioners working with and within the criminal justice system. It includes a discussion of the feminist criminological perspective as it applies to these aforementioned experiences. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

CRIM 370 - Seminar in Criminal Justice

Credits: 3

An intensive, small-group discussion of recent, provocative books on topics of current interest to criminal justice professionals and criminologists. The seminar format will emphasize critical thinking and discussion. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225. Repeatability: Students may take the course more than once as the reading list changes.

CRIM 371 - Criminological Theory

Credits: 3

This course is a survey of the historical and contemporary theoretical explanations that relate to crime, offenders, victims, and the criminal justice system. The major emphases of the course will be the evaluation, assessment, and critical analysis of criminological theory in general and the use of such theories in criminal justice policies. Prerequisite(s): SOC 225 and 6 hours of Criminal Justice Studies.

CRIM 401 - Probation and Parole

Credits: 3

The processes of probation and parole in the United States in terms of its historical development, philosophy, and standards; attention is focused on the utilization of parole and probation as tools of social control with special emphasis on the implications of the philosophical impact of probation and parole on field practices. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

CRIM 403 - Violence Against Women

Credits: 3

This course will provide an overview of violence directed toward women. Crimes such as intimate partner violence/battering, stalking, rape, human trafficking, sexual assault, and sexual harassment will be analyzed within a broader social context. Prerequisite(s): junior standing.

CRIM 411 - Criminal Procedure

Credits: 3

This course is an examination of the common law and federal rules of evidence. Topics include but are not limited to the law of searches and seizures, the exclusionary rule, confessions, types of evidence, chain of custody, examination of witnesses, hearsay, and testimony. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

CRIM 412 - Police Discretion

Credits: 3

This course is an in-depth examination of police discretion and the application of coercive power. It includes analyses of the exercise and impact of police discretion on society and the impact that police discretion has on individual police officers, police departments, and societal support for law enforcement. Prerequisite(s): two of the following CJS courses: CRIM 234, CRIM 244, POLS 208, SOC 225.

CRIM 475 - CJS Capstone

Credits: 3

Students will successfully demonstrate their ability to apply relevant theory and methods to an empirical research problem and/or question appropriate to the field of criminal justice studies. The application will take the form of a research papers and class presentation. Prerequisite(s): SOC 391 and SOC 392 or POLS 331 and POLS 331; senior status.

CRIM 489 - Independent Study in Criminal Justice

Credits: 3

An extensive examination of the main criminal justice/criminology ideas on a specific topic. The major paper is a product of

critical reading or advanced research. Prerequisite(s): nine hours sociology/criminal justice and consent of instructor. Repeatability: The course may be repeated for up to six credit hours.

CRIM 499 - Internship in Criminal Justice

Credits: 3

An opportunity for work experience in the area of criminal justice. For students interested in graduate school, the internship will involve field research. Prerequisite(s): nine hours sociology/criminal justice and consent of instructor. Repeatability: The course may be repeated for up to six credit hours with different placements.

DSCI 351 - Introduction to Operations Research

Credits: 3

This course introduces the student to the discipline of Operations Research/Management Science (OR/MS) so that he/she may appreciate, understand, and utilize the principal techniques of OR/MS in his/her organizational as well as personal decision-making. The course stresses the use of the scientific methodology in decision-making and problem-solving. Specific topics include decision theory, linear programming, the transportation problem, the assignment problem, network models, and queuing theory. Excel and other computer software are used throughout the course. Prerequisite(s): ECON 265, CIS 151, and MATH 215.

DSCI 445 - Operations Management

Credits: 3

This course presents the basic fundamentals of managing operations. It covers issues in selecting, operating, controlling, and updating systems so that goods or services are produced on time, at minimum cost, and according to customer specifications. Topics include forecasting, capacity planning, facility location, inventory management, material requirements planning, Just-in-Time, and total quality management. Prerequisite(s): MNGT 305, ECON 265, and MATH 215.

DSCI 601 - Quantitative Methods for Business Decisions

Credits: 3

The course focuses on the concepts and techniques used to manage resources required to produce the goods and services of an organization, including the design, operation, control, and updating of operational systems. The course also addresses concepts used to solve business problems and facilitate sound managerial decisions, including linear programming and extensions, network modeling, project management, and multicriteria analysis. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DSCI 602 - Operations Management

Credits: 3

Introduces concepts and techniques to manage direct resources required to produce the good and services provided by an organization. It deals with decisions entailed in selecting, designing, operating, controlling, and updating production and operations systems.

DSCI 621 - Managerial Applications of Statistical Analysis

Credits: 3

An intermediate treatment of statistical techniques for decision making. Topics include simple and multiple regression, extensions of the classical regression model, and problems associated with business forecasting. Prerequisite(s): DSCI 601.

DSCI 699 - Independent Study

Credits: 3

Supervised study or research in a specific area of decision sciences. Prerequisite(s): consent of MBA director.

DTAS 111 - Oral Pathology

Credits: 1

This course focuses on the general pathological conditions of the oral cavity with implications for the dental assistant. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DTAS 122 - Clinical Science I

Credits: 5

This course introduces the student to chairside dental assisting procedures with an emphasis on instrument identification and care, tray set-ups, transfer of instruments, and the role of the dental assistant in operative procedures. Clinical asepsis is emphasized and microbiological theories of disease and disease transmission are integrated and applied into course content. Includes student application in extramural settings. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTAS 156 - Human Systems I

Credits: 3

This course presents the structure and function of body systems, their pathologies and emergencies, along with preventions and treatments. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTAS 158 - Practice Management, Ethics, and Jurisprudence

Credits: 3

This course provides comprehensive consideration of dental ethics, jurisprudence, office procedures, and techniques for seeking employment. The student is prepared to assume the role of the business assistant, including receptionist duties, correspondence, computer usage, and management of financial accounts. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTAS 166 - Human Systems II

Credits: 3

Structure and function of the remaining body systems, their related pathologies and emergencies, along with preventions and treatments are highlighted in this class. The digestive system with special emphasis on human nutrition and diet therapy is a special content area in human systems II. Prerequisite(s): Course prerequisites include medical terminology and human systems I or faculty permission. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTAS 175 - Preventive Dentistry

Credits: 2

This course surveys dental diseases and provides practical methods of preventing their occurrence, utilizing plaque control, fluoride therapy, dietary control, pit and fissure sealants, and patient education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTAS 181 - Clinical Science II

Credits: 5

This clinical course prepares the student to assume the role of the dental assistant in the private office. Includes extramural clinical rotations. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTAS 183 - Clinical Science Applications

Credits: 3

This course introduces the theories and techniques of chairside assisting in the dental specialties. Also includes the manipulation and uses of dental materials and the exposure, processing, and mounting of dental radiographs utilized in the dental specialties. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTAS 291 - Expanded Functions Dental Assisting

Credits: 3

This course prepares the student to assume the role of the expanded functions dental assistant in a clinical setting. Restorative dental procedures utilized in dentistry are presented in this course. Significant emphasis of course content will be placed on correct utilization and placement of dental dam in addition to the application of specific types of dental materials such as amalgam and composite restorations. Prerequisite(s): DTHY 314 Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTHY 303 - Oral Radiology

Credits: 3

This course includes principles of radiation physics, exposing, processing, mounting, evaluating, and interpreting dental radiographs. Biological effects of radiation and protective principles, quality assurance protocols, and infection control are emphasized. Emerging imaging technology is addressed. Prerequisite(s): Admission into the dental hygiene or dental assisting program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DTHY 308 - Applied Dental Materials

Credits: 3

This course focuses on the study of the physical, chemical, and biologic properties and uses of dental materials. Identification and manipulation of common dental materials are incorporated in laboratory experiences. Prerequisite(s): Admission into the dental hygiene or dental assisting program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DTHY 313 - Anatomy of the Head and Neck

Credits: 2

This course focuses on anatomical structures of the head and neck, including bones, muscles, glandular tissue, and vascular, nervous, and lymphatic systems. The infectious process and the spread of dental infection are discussed. Prerequisite(s): Admission into the dental hygiene program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTHY 314 - Oral Anatomy

Credits: 2

This course provides the student with a detailed study of the anatomy of the oral cavity and underlying structures. The eruption, arrangement, function, developmental disturbances, occlusion, and morphological characteristics of both the permanent and deciduous dentitions is presented. Prerequisite(s): Admission into the dental hygiene or dental assisting program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DTHY 315 - Oral Embryology and Histology

Credits: 1

This course provides the student with a detailed study of the embryological and histological formation of the oral-facial structures of the head, neck, oral cavity, and underlying structures. Prerequisite(s): Admission into the dental hygiene program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (1-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DTHY 316 - Preventive Oral Health I**Credits: 2**

This course emphasizes prevention of dental and periodontal diseases through mechanical dental plaque control, fluoride therapy, pit and fissure sealants, dietary control, and basic principles of client education. The effects of tobacco use on oral health are included. Tobacco cessation strategies and their use in oral health education are presented. Prerequisite(s): Admission into the dental hygiene program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 318 - Preventive Oral Health II**Credits: 3**

This course emphasizes teaching methodology and techniques for individual and group oral health education. Behavior modification strategies, case studies, and the preparation and presentation of an educational program are utilized. The course prepares the student to provide individualized oral health instruction, utilizing effective teaching methodologies, and to participate in educational field work in the community. Prerequisite(s): DTHY 316 - Preventive Oral Health I. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DTHY 322 - Periodontology**Credits: 2**

This course focuses on periodontal diseases and their relevance for the dental hygienist. A review of the anatomy and structures of the periodontium is included. A thorough analysis and application of the clinical dental hygiene diagnosis is provided. Emphasis is placed on the etiology, systemic correlation, clinical and radiographic assessment, diagnosis and classification, treatment planning, and surgical and non-surgical treatment procedures of periodontal diseases. Prerequisite(s): DTHY 341 - Dental Hygiene Theory I. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DTHY 341 - Dental Hygiene Theory I**Credits: 4**

This course introduces the theory of the dental hygiene process of care, including assessment, diagnosis, planning, implementation, and evaluation. Emphasis is on providing the student with an ethical and scientific foundation to use in applying appropriate infection control procedures, introductory client assessment procedures, and basic instrumentation skills. The use of the dental hygiene diagnosis in developing a care plan is introduced. Current clinic issues are addressed in a one-hour weekly seminar. Prerequisite(s): Admission into the dental hygiene program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-1 [seminar]) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 342 - Dental Hygiene Clinic I**Credits: 3**

This pre-clinical laboratory experience course presents practicum covering the fundamentals of medical emergencies, infection control procedures, assessment of the dental hygiene client, development of a dental hygiene diagnosis, instrumentation skills, equipment use and maintenance, and basic oral health education. Prerequisite(s): Admission into the dental hygiene program. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (0-8) Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 351 - Dental Hygiene Theory II**Credits: 4**

This course presents concepts of supportive dental hygiene therapy including ultrasonic debridement, air/ powder polishing, subgingival irrigation, and pit and fissure sealants. The use of supportive dental hygiene treatment in providing comprehensive care is introduced. The application of evidence based clinical practice is included. Clinical cases are presented and analyzed by students. Current clinic issues are addressed in a one hour weekly seminar. Prerequisite(s): DTHY 341 - Dental Hygiene Theory I. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-1 [seminar]) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DTHY 352 - Dental Hygiene Clinic II**Credits: 3**

This clinical course introduces the dental hygiene student to providing comprehensive dental hygiene treatment. Application of knowledge in infection control practices, development of care plans, assessment, oral health education, radiography, and fundamentals of instrumentation are implemented in collaboration with advising faculty. Supportive dental technology, equipment and products related to dental hygiene treatment are introduced. Prerequisite(s): DTHY 342 - Dental Hygiene Clinic I. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (0-8 [clinic]) Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DTHY 401 - Clinical Management I

Credits: 3

This course provides the student with periodontal patient management experiences, focusing on assessment, treatment planning, development of behavior modification strategies, implementation of treatment strategies, maintenance, and evaluation. Treatment experiences are integrated into clinic management activities and oral presentations. Evaluation of patient treatment by associate degree students enrolled in the Dental Hygiene Program is incorporated. Meets The University Core Curriculum D1: Synthesis category.

DTHY 402 - Clinical Management II**Credits: 3**

This course will utilize a collaborative approach to patient treatment management. The baccalaureate degree student will evaluate periodontal treatment strategies developed and implemented by associate degree students. The student will develop both clinical and classroom instructive skills through individually designed educational experiences.

DTHY 405 - General and Oral Pathology**Credits: 4**

This course will combine general and oral pathology found in the human system. Concepts of pathologic physiology included in this course are the inflammatory process, wound healing, and immunology. Emphasis will be placed on the oral/ facial characteristics of systemic disease. Principles of pathology, clinical features, risk factors, etiology, locations, and treatment options are presented. Prerequisite(s): DTHY 322 - Periodontology. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 411 - Community Oral Health Theory**Credits: 1**

This course is designed to provide concepts and principles related to the practice of community oral health. Prevention, access to care, providers of dental services, financing dental care, and quality assurance are discussed. The dental hygienist's role in developing community oral health programs is an integral component. The significance of oral health measures for all members of society is addressed. Prerequisite(s): DTHY 318 - Preventive Oral Health II. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (1-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 412 - Community Oral Health Practicum**Credits: 2**

In this course the dental hygiene student will develop oral health education programs for diverse populations utilizing the dental hygiene process of care paradigm of assessment, planning, implementation, and evaluation. Field experiences will take place in community schools, extended care facilities, outpatient treatment facilities, and acute care facilities. Prerequisite(s): DTHY 411 - Community Oral Health Theory. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-1 [field experience]) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DTHY 422 - Clinical Application of Periodontology**Credits: 1**

This clinical course focuses on providing non-surgical periodontal treatment for clients with moderate to advanced periodontal disease. Emphasis is placed on collecting and evaluating assessment data, treatment planning, providing oral health education and nutritional counseling, providing periodontal treatment, and performing post-operative evaluation. Periodontal Case Client presentations are developed from clinical experiences. Prerequisite(s): DTHY 322 - Periodontology (grade of C or better). Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 423 - Pain Management in Dentistry**Credits: 2**

This course addresses coverage of pain and anxiety management for conscious dental clients. The indications, contraindications, and pharmacology of local anesthesia and nitrous oxide and oxygen sedation used in dentistry will be discussed. Local anesthesia techniques and the administration of nitrous oxide and oxygen sedation will be studied. Students will be introduced to general anesthesia, parenteral sedation, and anti-anxiety medications. Administration of local anesthesia techniques will be performed. Prerequisite(s): DTHY 313 - Anatomy of the Head and Neck. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 441 - Dental Hygiene Theory III**Credits: 4**

This course addresses the care and clinical management of special needs clients who present with conditions/diseases of significance to dental hygiene care. Included is discussion of the pathophysiology, etiology, psychosocial, physical, and oral characteristics, potential emergencies, and the related dental hygiene process of care associated with these conditions/diseases. Current clinic issues are addressed in a one hour weekly seminar. Prerequisite(s): DTHY 351 - Dental Hygiene Theory II. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3 hours lecture, 1 hour seminar) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DTHY 442 - Dental Hygiene Clinic III**Credits: 5**

This clinical course focuses on the dental hygiene student building on prior experience in providing comprehensive dental hygiene treatment. Increased opportunity for treating clients with moderate to severe periodontal disease as well as those with

complex medical and pharmacological histories is introduced. Students gain experience in applying advanced strategies in assessment, care planning, oral health education, and instrumentation. Student directed judgment and relating theory to the clinical component of dental hygiene education are emphasized. Prerequisite(s): DTHY 352 - Dental Hygiene Clinic II. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (16 [clinic]) Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DTHY 451 - Dental Hygiene Theory IV

Credits: 4

The intent of this course is to provide students with a systematic approach to board preparation and dental hygiene curricula review. Information presented in this course will assist senior dental hygiene students in preparing for credentialing examinations and other procedures required for obtaining a dental hygiene license. Specific guidance is offered to students who are preparing for the National Dental Hygiene Board Examination and the Northeast Regional Board Examination. Indiana laws related to dental and dental hygiene practice are studied in detail. Current clinic issues are addressed in a one hour weekly seminar. Prerequisite(s): DTHY 441 - Dental Hygiene Theory III. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture, one hour seminar. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTHY 452 - Dental Hygiene Clinic IV

Credits: 5

This clinical course challenges the dental hygiene student to work ethically, professionally, and independently in providing comprehensive dental hygiene treatment for clients in all stages of periodontal health with increased concentration on treating clients with moderate to severe periodontal disease. Dental hygiene treatment based on current scientific theories, research, and standard of care is expected. Meeting the individual needs of clients utilizing problem-solving strategies, critical thinking skills, and good communication is emphasized. University Core Curriculum - D, Synthesis Prerequisite(s): DTHY 442 - Dental Hygiene Clinic III. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (16 [clinic]) Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DTHY 457 - Professional and Current Issues in Oral Healthcare

Credits: 3

This course presents professional dental hygiene topics from a historical, economic, legal/ethical, global, political, social, interdisciplinary, and multicultural framework. Students will investigate current issues in the field of dental hygiene education, examine ethical and legal concerns in the practice of dental hygiene, and explore the accelerating need for access to care. Students will develop solutions which could be used to influence organizational, institutional, and governmental decisions impacting oral healthcare. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): DTHY 441 (grade of C or better) or permission of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DMS 301 - Patient Care for Imaging Sciences Professionals

Credits: 2

This course provides basic concepts of nursing procedures in order to maintain continuous, smoothly integrated patient care with due regard to necessary diagnostic and therapeutic techniques. The topics of the course include the healthcare team; attitudes and communication in patient care; patient interactions; psychological considerations; interactions with the patient; patient safety; transferring techniques; trauma and reactions to contrast agents; patient tubes, lines, and catheters; care of patients during and following special procedures; and patient care during mobile or surgical procedures. The role of the radiologic and imaging science professional in patient education will be identified. Prerequisite(s): acceptance into the Radiologic Technology or DMS program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DMS 312 - Introduction to DMS Principles and Procedures

Credits: 2

This course provides the beginning sonography student with a thorough understanding of the ultrasound department, key terms and definitions pertaining to the field of diagnostic sonography, important laboratory values, and surgical procedures. Students will gain a beginning understanding of the value of diagnostic medical sonography in a healthcare setting, survey the role of sonographers in a variety of settings, recognize national and state credentialing requirements, identify sonography association functions at all levels, and recognize ARDMS standards, ethics, and policies and their effects on practicing sonographers' conduct and patient treatment. Prerequisite(s): DMS 301 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

DMS 313 - Sonographic Sectional Anatomy

Credits: 2

This course provides the student with a basic knowledge of cross-sectional abdominal and pelvic sonography. Students will gain a beginning understanding of sonographic sectional anatomy in the transverse, longitudinal, and coronal planes. Emphasis is placed on the sonographic appearance of abdominal and pelvic organs and vessels and their anatomical relationship to each other. Prerequisite(s): acceptance into DMS program or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DMS 315 - Abdominal Procedures

Credits: 3

This course provides the student with a study of the clinical applications within the specialty of abdominal sonography. Emphasis

is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures within the abdomen, related clinical symptoms and laboratory tests, normal vs. abnormal sonographic patterns of the anatomy studied, related disease processes, and sonographic protocol for each of the exams covered in the course. Prerequisite(s): DMS 301 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

DMS 316 - Sonographic Lab Practice I

Credits: 3

This course provides the student with an introduction to the sonography clinical environment through campus laboratory practice. Students will gain an understanding of the daily activities within an ultrasound department, necessary skills to properly operate diagnostic ultrasound equipment, and proper patient care for sonography exams. Emphasis is placed on the application of skills studied in DMS 315 - Abdominal Procedures. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prerequisite(s): DMS 301 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

DMS 321 - Sonographic Physics and Instrumentation I

Credits: 3

This course provides the student with an introductory study of sonographic physics and instrumentation within the practice of general diagnostic medical sonography. Emphasis is placed on the principles of ultrasound and its propagation through tissues, construction of the ultrasound transducer, and the various types of continuous wave and pulse echo imaging modalities. Prerequisite(s): DMS 312 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DMS 323 - Obstetric Procedures

Credits: 3

This course provides the student with a study of the clinical applications within the specialty of obstetric sonography. Emphasis is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures within the field of obstetrics. Topics include the related clinical symptoms and laboratory tests used in obstetrics, fetal embryology, normal vs. abnormal sonographic patterns of fetal anatomy, related maternal and fetal disease processes, fetal anomalies and their sonographic appearance, and sonographic protocol for each of the registry exams covered in the course. Prerequisite(s): DMS 312 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DMS 324 - Gynecology Procedures

Credits: 3

This course provides the student with a study of the clinical applications within the specialty of gynecologic sonography. Emphasis is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures within the field of gynecology. Topics will include the related clinical symptoms and laboratory tests, embryology of the female reproductive and genitourinary systems, female reproductive anomalies and their sonographic appearance, normal vs. abnormal sonographic patterns of female anatomy, related disease processes and their sonographic appearance, and sonographic protocol for each of the registry exams covered in the course. Prerequisite(s): DMS 312 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DMS 326 - Sonographic Lab Practice II

Credits: 2

This course provides the student with continued preparation in the sonography clinical environment through campus laboratory practice. Students will continue to build on skills introduced in DMS 316 by gaining an understanding of the daily activities within an ultrasound department, necessary skills needed to properly operate diagnostic ultrasound equipment, and proper patient care for sonography exams. Emphasis is placed on the application of skills studied in DMS 323 - Obstetric Procedures and DMS 324 - Gynecology Procedures. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prerequisite(s): DMS 316 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DMS 327 - Clinical Practice I-General

Credits: 3

This course provides supervised clinical education allowing students to apply knowledge and essential skills of diagnostic medical sonography. Emphasis is placed on the application of skills studied in DMS 315 - Abdominal Procedures and DMS 316 - Sonographic Lab Practice I. Prerequisite(s): DMS 315 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DMS 331 - Sonographic Physics and Instrumentation II

Credits: 3

This course provides the student with an advanced study of sonographic physics and instrumentation within the practice of general diagnostic medical sonography. Emphasis is placed on the principles of continuous wave and Doppler ultrasound, image artifacts, system operation and display, and biological effects of medical sonography. Prerequisite(s): DMS 321 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

DMS 332 - Small Parts, Neurosonography, and Specialty Exams

Credits: 3

This course provides the student with a study of the clinical applications within the areas of small parts, neurosonography, and specialty exams performed in diagnostic medical sonography. Emphasis is placed on the correct use of all technical and medical terms that are necessary for a complete discussion of sonographic procedures, related clinical symptoms and laboratory tests, normal vs. abnormal sonographic patterns of the anatomy studied, related disease processes, and sonographic protocol for each of the exams covered in the course. Prerequisite(s): DMS 327 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DMS 333 - Critique, Clinical Correlation, & Case Analysis

Credits: 2

This course provides the student with advanced discussions and critical reviews of abdominal, obstetric, and gynecologic ultrasound. Emphasis is placed on correlating underlying pathophysiology with its sonographic presentation, related diagnostic procedures, and the role of ultrasound in the medical diagnostic process. Prerequisite(s): DMS 327 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DMS 337 - Clinical Practice II-General

Credits: 4

This course is a continuation of supervised clinical education. Emphasis is placed on the application of skills studied in DMS 323 - Obstetric Procedures, DMS 324 - Gynecology Procedures, and DMS 326 - Sonographic Lab Practice II. Prerequisite(s): DMS 327 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DMS 347 - Advanced Clinical Practice

Credits: 4

This course requires a final mastery of all sonographic clinical competencies within a supervised clinical education setting. Emphasis will be on general skill achievement with introduction to specialized sonographic examinations and procedures. Prerequisite(s): DMS 337 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

DMS 436 - Sonographic Professional Advancement Seminar

Credits: 3

This course emphasizes individualized study, analysis and synthesis of concepts related to general, vascular and cardiac sonography concentrations. The student is challenged to pursue diagnostic medical sonography credentialing examinations defined by American Registry for Diagnostic Medical Sonography (ARDMS). Prerequisite(s): DMS 333 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DVT 398 - Introduction to Sonographic Vascular Lab

Credits: 2

This course provides the student with an introduction to the sonographic vascular lab clinical through campus laboratory practice. The student will gain an understanding of the daily activities within a vascular laboratory, necessary skills to properly operate vascular diagnostic ultrasound equipment, and proper patient care for all vascular sonography exams. The student will achieve understanding of clinical and practical experience in support of classroom studies. Prerequisite(s): DMS 337 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

DVT 401 - Introduction to Vascular Anatomy and Procedures

Credits: 2

This course provides the student with an introduction to the vascular anatomy and physiology as it pertains to diagnostic vascular sonography. Emphasis is placed on various types of vascular testing methods, equipment utilized, and conditions warranting vascular examination. Prerequisite(s): DMS 331 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

DVT 402 - Vascular Procedures I

Credits: 3

This course provides the student with an introduction to the vascular anatomy and physiology as it pertains to diagnostic vascular sonography. Emphasis is placed on gross anatomy arterial and venous systems. Topics include vascular physiology and fluid dynamics of the circulatory system. Prerequisite(s): DVT 401 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

DVT 421 - Vascular Procedures II

Credits: 2

This course provides the student with a study of the disease processes pertaining to diagnostic vascular sonography. Emphasis is placed on clinical signs, symptoms, and relative laboratory tests of vascular diseases. Topics include patient history, risk factors, contributing diseases, and normal vs. abnormal vascular sonographic patterns of diseases. Prerequisite(s): DVT 402 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

DVT 423 - Sonographic Vascular Lab Practice I

Credits: 2

This course provides the student with continued preparation in the vascular sonography clinical environment through campus

laboratory practice. Students will continue to build on skills introduced in DVT 398 by gaining an understanding of the daily activities within a vascular lab, necessary skills needed to properly operate vascular diagnostic ultrasound equipment, and proper patient care for all vascular sonography exams. Emphasis is placed on the application of skills studied in DVT 401 - Introduction to Vascular Anatomy and Procedures. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prerequisite(s): DVT 398 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DVT 426 - Clinical Practice I-Vascular

Credits: 3

This course provides supervised clinical education allowing students to apply knowledge and essential skills of vascular sonography. Emphasis is placed on the application of skills studied in DVT 398 - Introduction to Sonographic Vascular Lab and DVT 401 - Introduction to Vascular Anatomy and Procedures. Prerequisite(s): DVT 401 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

DVT 437 - Clinical Practice II-Vascular

Credits: 4

This course is a continuation of supervised clinical education. Emphasis is placed on the application of skills studied in DVT 402 and DVT 423 - Sonographic Vascular Lab Practice I. Prerequisite(s): DVT 426 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ECHO 398 - Introduction to Echocardiography Lab

Credits: 2

This course provides the student with an introduction to the sonographic echocardiography lab clinical environment through campus laboratory practice. The student will gain an understanding of the daily activities within an echocardiography laboratory, necessary skills to properly operate cardiac diagnostic ultrasound equipment, and proper patient care for all cardiac sonography exams. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prerequisite(s): DMS 337 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

ECHO 401 - Introduction to Echocardiography

Credits: 2

This course provides the student with an introductory study of the clinical applications within the specialty of cardiac sonography. Emphasis is placed on the anatomic and physiological relationships within the thoracic cavity. Prerequisite(s): DMS 331 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

ECHO 402 - Advanced Echocardiography

Credits: 3

This course provides the student with an advanced study of the clinical applications within the specialty of cardiac sonography. Emphasis is placed on echocardiography evaluation procedures and techniques. Prerequisite(s): ECHO 401 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ECHO 421 - Fetal Echocardiography

Credits: 2

This course provides the student with a study of the fundamentals of fetal echocardiography, including case study review of normal anatomy, physiology, and pathological conditions of the heart and its visualization with 2D and 3D imaging, Doppler, and M-mode echocardiography. Prerequisite(s): ECHO 402 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ECHO 423 - Echocardiography Lab Practice I

Credits: 2

This course provides the student with continued preparation for the sonographic echocardiography lab clinical environment through campus laboratory practice. The student will continue to build on skills introduced in ECHO 398 by gaining an understanding of the daily activities within an echocardiography lab, necessary skills needed to properly operate cardiac diagnostic ultrasound equipment, and proper patient care for all cardiac sonography exams. Emphasis is placed on the application of skills studied in ECHO 402 - Advanced Echocardiography. The student will achieve an understanding of clinical and practical experience in support of classroom studies. Prerequisite(s): ECHO 398 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ECHO 426 - Clinical Practice I-Cardiac

Credits: 3

This course provides supervised clinical education allowing students to apply knowledge and essential skills of cardiac sonography. Emphasis is placed on the application of skills studied in ECHO 398 - Introduction to Echocardiography Lab and ECHO 401 - Introduction to Echocardiography. Prerequisite(s): ECHO 401 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ECHO 437 - Clinical Practice II-Cardiac

Credits: 4

This course provides the student with a continuation of supervised clinical education. Emphasis is placed on the application of skills studied in ECHO 402 - Advanced Echocardiography, ECHO 421 - Fetal Echocardiography, and ECHO 423 - Echocardiography Lab Practice I. Prerequisite(s): ECHO 426 or consent of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ECON 175 - Fundamentals of Economics**Credits: 3**

An introduction to basic economic terms and concepts, such as scarcity, choice, resources, opportunity cost, markets, incentive, prices, competition, employment, inflation, growth, output and changes in business activity. Special emphasis is given to understanding how these concepts are applied and influenced by choices which individuals and organizations face every day. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1040.* Meets IN Statewide Core.

ECON 208 - Principles of Microeconomics**Credits: 3**

An introductory analysis of individual decision-making in a market system. The role of the consumer, the firm and government are explored. Topics include price determination, profit maximization, consumer and producer surplus, taxes, efficiency, and market structures such as monopoly and competitive markets. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. Prerequisite(s): MATH 111 or its equivalent. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1042.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ECON 209 - Principles of Macroeconomics**Credits: 3**

An introductory analysis of overall economic activity. Income, production, employment, and prices are examined at the national level. Alternative theories of, and policies toward, economic stabilization and growth are examined. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. Prerequisite(s): MATH 111 or its equivalent. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1041.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ECON 241 - Global Economic Issues**Credits: 3**

An introduction to the causes and consequences of the growing economic interdependence of nations. Emphasis is placed on how different people, cultures, institutions, and economies are affected by, and respond to, current global issues. Topics may include international trade, immigration, economic development, and capital markets. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): ECON 175 or ECON 208 or ECON 209 or consent of instructor. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ECON 265 - Elementary Statistics**Credits: 3**

An initial presentation of the conceptual framework of statistical thinking. The course then presents design and graphical techniques for describing data and for making inferences from the data. Business applications are utilized for illustration. Prerequisite(s): MATH 111 and CIS 151. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ECON 301 - Economic Ideas and Current Issues**Credits: 3**

This course provides an introductory application of economic concepts to a wide variety of current social issues and problems with an integrative emphasis across the social sciences. Prerequisite(s): Junior standing.

ECON 308 - Intermediate Microeconomic Theory**Credits: 3**

An in depth study in microeconomic theory. This framework is fundamental to understanding an enormous range of phenomena in business, public policy, social behavior, and a variety of other fields. Microeconomic analysis relies on a small set of enormously powerful analytical tools: constrained optimization analysis, equilibrium analysis, and comparative statics analysis. This course attempts to help you master these tools by illustrating their use in many different contexts. Prerequisite(s): ECON 208, ECON 209, and either MATH 230 or MATH 215.

ECON 309 - Intermediate Macroeconomic Theory**Credits: 3**

An in depth study in macroeconomic theory. The course will cover traditional macroeconomic topics like short-run fluctuations and stabilization policy, as well as explain other important issues like the determinants of long-run economic growth, the trade balance and financial flows, labor markets, and institutional framework of policymaking. Prerequisite(s): ECON 208, ECON 209, and either MATH 215 or MATH 230.

ECON 327 - Applied Cost-Benefit Analysis

Credits: 3

This course presents the analytical framework for a popular decision-making tool used by private and public sector managers for investment analysis and project evaluation. Emphasis will be placed on understanding fundamental economic theory and practical measurement techniques. The course will focus on real-life problems and case studies while discussing the limitation and critiques of the method. Prerequisite(s): ECON 208.

ECON 331 - Public Economics**Credits: 3**

Economic rationales for government involvement in the economy including correcting market failures and redistributing income. Public Economics examines government expenditure and taxation policy in achieving these goals. Prerequisite(s): ECON 208 and ECON 209.

ECON 338 - Environmental and Resource Economics**Credits: 3**

Explanation and application of the interplay between the natural environment and economic activity. Environmental economics focuses on the impact of economic activity on the natural environment; whereas, resource economics studies the supply, demand and allocation of natural resources used for economic activity. Issues include water and air pollution, global climate change, and the management of natural resources. Prerequisite(s): ECON 208.

ECON 341 - International Trade**Credits: 3**

An examination of the causes and consequences of the movement of goods and services across national borders. Prerequisite(s): ECON 208 and ECON 209.

ECON 343 - International Finance**Credits: 3**

The study of foreign exchange markets, exchange rate determination, balance of payments, international flow and management of financial assets and various risk exposures, and the operation and effectiveness of economic policy in an open economy.

Prerequisite(s): ECON 208, ECON 209, and FIN 305, or consent of instructor. Cross-Listed: FIN 343. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ECON 346 - Development Economics**Credits: 3**

The study of development factors and theories with the emphasis on the international context of development. Topics may include the implications of globalization, the rise of China and the continuing crisis of Sub-Saharan Africa. Prerequisite(s): ECON 208 and ECON 209.

ECON 349 - Open Economy Macroeconomics**Credits: 3**

An examination of the positive and negative facets of important economic phenomena that emerge from countries being financially interlinked and the policy tools that impinge on such phenomena. The course begins with a general model of an open economy and then considers special cases pertaining to particular countries, institutions, and historical time periods. Prerequisite(s): ECON 208 and ECON 209.

ECON 351 - Labor Economics**Credits: 3**

The course focuses on the decisions of wage earners within modern society and how the role of government, firms and other economic agents influence those decisions. Topics include the decision to work, labor demand, wage theory and policy, discrimination, human capital, the role of unions, and managerial incentives. Prerequisite(s): ECON 208 and ECON 209.

ECON 353 - Economics of Sports**Credits: 3**

An examination of the industry of sports using the tools and concepts of economic analysis. The topics to be addressed in professional and amateur sports include new stadiums and franchises, salary caps, unions, free agency, the NCAA, the existence of amateur status, and the impacts of monopoly and cartel behavior. Prerequisite(s): ECON 208.

ECON 357 - Economics of Healthcare**Credits: 3**

Students will learn about the healthcare sector and how to apply the tools of economics to analyze the structure and performance of this sector. The features of the market for health services are described with emphasis placed on the characteristics which make this market different from the markets for other goods and services. Prerequisite(s): ECON 208.

ECON 361 - Money and Banking**Credits: 3**

The nature and function of credit in the American economy; operation of commercial banks; purposes and functions of the

Federal Reserve System, and the introduction to monetary theory. The course emphasizes the impacts of recent developments in the U.S. monetary system on both individuals and the overall economy. Prerequisite(s): ECON 208 and ECON 209.

ECON 365 - Intermediate Statistics for Business Decisions

Credits: 3

Continued exploration of statistical techniques and methods at an upper level in areas of business applications. The analysis of large and complex data sets will be emphasized. Topics may include regression, ANOVA, time series analysis, some multi-variate techniques, and non-parametric techniques. Prerequisite(s): ECON 265 or equivalent.

ECON 433 - Games and Strategic Behavior

Credits: 3

This course is designed to investigate those scenarios where agent's choices are made in the presence of strategic motives, i.e. an agent's optimal decision is dependent on the choices of others within the environment. The participants (players) within these types of strategic scenarios (games) need not be individuals; they can be firms, political parties, tribes, nations, etc.

Prerequisite(s): ECON 308 or ECON 309 or consent of instructor.

ECON 461 - History of Economic Thought

Credits: 3

Where do popular economic ideas and theories originate? The development of economic thought from early Greeks and Romans into the present century is presented. Emphasis on Smith, Malthus, Ricardo, Mill, Marx, Marshall, and Veblen. The literature is examined in relation to the social, political, and economic events of each period with an emphasis on how ideas have changed and developed over time. Prerequisite(s): ECON 208 and ECON 209.

ECON 472 - Econometrics

Credits: 3

How do economists test their ideas and theories? This course presents an overview of the economics devoted to the statistical testing of propositions derived from economic theory. An introduction to econometric methods and their application to economic research is developed. Prerequisite(s): ECON 265, MATH 230 or MATH 215, and six hours of 300/400 level economics coursework.

ECON 489 - Special Topics in Economics

Credits: 1-3

This course offers students the opportunity to study selected topics of current interest and importance in economics. These topics will vary according to the interests of students and faculty. Prerequisite(s): ECON 208 and ECON 209 and consent of instructor. Repeatability: Students may repeat the course up to three times, as the topic changes.

ECON 499 - Senior Seminar in Economics

Credits: 3

A seminar and research course in selected topics of current interest. Prerequisite(s): Senior standing, ECON 308 and ECON 309. Repeatability: Repeatable for up to six hours.

ECON 501 - Survey of Economics

Credits: 3

A survey of micro and macro economic principles for MBA students who have not had the two economic principle classes at the undergraduate level. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

ECON 601 - Business Economics and Forecasting

Credits: 3

A study of economic concepts and tools useful to managers of business firms. Topics include optimization, demand, production and costs, market structure, pricing behavior, risk analysis, benefit cost analysis, estimation of economic relationships, and business cycles and forecasting. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

ECON 699 - Independent Study

Credits: 1-3

Supervised study or research in a specific area of economics. Prerequisite(s): consent of MBA director.

EDUC 102 - Reflective Teacher Model

Credits: 1

Examines the Reflective Teacher Model, with attention to (1) programs and procedures, (2) application requirements and deadlines, (3) correlation of reflective teacher model with INTASC principles, (4) field placement requirements and procedures, and (5) the characteristics of the reflective teacher. Open only to transfer students who have completed both an Introduction to Education and Foundations of Education course. Prerequisite(s): By permission of instructor.

EDUC 103 - Classroom Observation

Credits: 0

Field experience completed in conjunction with EDUC 196. Co-Requisite(s) (must be taken at same time as): with EDUC 196.

EDUC 104 - Tutoring in School Programs

Credits: 0

Field experience completed in conjunction with EDUC 201. Co-Requisite(s) (must be taken at same time as): with EDUC 201.

EDUC 105 - Initial Field Experience: Tutoring, Grades 6-12

Credits: 0

Field experience completed in conjunction with EDUC 202. Co-Requisite(s) (must be taken at same time as): with EDUC 202.

EDUC 173 - History of Schooling in America 1620-Present

Credits: 3

Survey of U.S. schooling, beginning with the earliest Massachusetts laws and schools and continuing to No Child Left Behind in the 21st century. In this course students use primary documents to study a dynamic and contentious aspect of U.S. history. Meets The University Core Curriculum C1: History category. Meets IN Statewide Core.

EDUC 196 - Explorations in Reflective Teaching

Credits: 3

The exploratory course is designed as an elective for students considering teaching as a profession. Students will be introduced to the profession of teaching and to the philosophical foundation for teacher education at USI -- the Reflective Teacher Model. The course examines the nature and functions of schools and the ways that teachers' beliefs influence educational outcomes by helping to shape classroom life. Service learning project required. This course does not apply toward a major or minor in Teacher Education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F**

EDUC 201 - Growth and Development: Middle Childhood

Credits: 3

Examines the early and current theories of child development in the areas of physical/ motor, psychosocial (cultural influences), and cognitive/language/ literacy development of students ages seven to 12 years. Focuses on the integration of research findings and theories of growth and development in elementary school practice. Guided field experience required. Prerequisite(s): EDUC 196 (may be taken concurrently). Co-Requisite(s) (must be taken at same time as): EDUC 104 and scores on PRAXIS I. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

EDUC 202 - Growth and Development: Adolescence and Young Adult

Credits: 3

Examines the early and current theories of adolescent/young adult development in the areas of physical, psychosocial (cultural influences), and cognitive/language/literacy development of adolescent/young adult students. Focuses on the integration of research findings and theories of growth and development in high school practice. Guided field experience required. Prerequisite(s): EDUC 196 (may be taken concurrently) . Co-Requisite(s) (must be taken at same time as): EDUC 105 and scores on PRAXIS I. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

EDUC 203 - Introduction to Children's Literature

Credits: 3

A survey course designed to introduce and explore traditional and contemporary children's literature through immersion into a variety of authors, illustrators, and genres. This course is designed to enhance teacher candidates' understanding of children's literature and how these books can be used effectively with children of all ages. Prerequisite(s): ENG 101 with a grade of C or better. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1220.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

EDUC 204 - Teaching Writing in Diverse Classrooms, K-8: Research-based Practices Across the Curriculum

Credits: 3

This course introduces teacher candidates to best practices in teaching writing in the elementary and middle school classroom in all subject areas. Students examine theoretical perspectives on the teaching of writing and the connections between writing and other literacies (reading, speaking, and listening). The course will incorporate strategies for using writing to enhance children's learning in all disciplines. Prerequisite(s): ENG 201 with grade of C or better.

EDUC 206 - Introduction to Exceptionalities

Credits: 3

This course defines and examines the nature and needs of exceptional children. Special education foundations and legal mandates will be discussed. Appropriate accommodations and teaching methods that address each area of exceptionality and the effectiveness of these techniques will be covered. The role of teachers, parents, and other relevant personnel will be investigated in relation to current practices which include individual education programs (IEP), inclusion, and least restrictive environment (LRE). This course must be taken as a prerequisite or co-requisite with the Exploration Phase course(s) in Teacher Education. Prerequisite(s): ENG 101 , grade of C or better

EDUC 214 - Instructional Technology in Education

Credits: 3

Explores the use of the technology to enhance the teaching and learning process. Students will explore current research, issues, and methodology related to the design, development, and use of technology resources. Emphasis will be placed on the evaluation and selection of Internet resources, educational software, productivity tools, and other emerging technologies in the educational environment. Students will develop skills in the production and effective use of print, projected, and displayed communication using technology tools. Prerequisite(s): EDUC 196. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

EDUC 221 - Diversity and Equity in Education

Credits: 3

The purpose of this course is to explore the theory and knowledge base that supports multicultural education and an awareness of diversity within American society. Topics may include the critical study of issues as they relate to race and ethnicity, exceptionalism, language and dialect, religion, gender, and age. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. Prerequisite(s): ENG 101, grade of C or better. Meets IN Statewide Core.

EDUC 241 - Early Childhood Education

Credits: 3

Early Childhood Education studies the historical and current perspectives in the education of young children in early childhood settings including curriculum models, health, safety and nutrition needs of children, licensing and accreditation standards.

EDUC 242 - Growth and Development: Early Childhood

Credits: 3

Examines the development of the early years and the ways to assess development in the growth domains. Examines the importance of observation and documentation, compares assessment instruments, and examines appropriateness of each tool. Guided field experience required.

EDUC 243 - Observation, Assessment, and Documentation

Credits: 3

Examines the importance of observation and documentation to the assessment process. Techniques for each area will be considered. Field experience required. Prerequisite(s): Concurrent enrollment in EDUC 242.

EDUC 246 - Language and Literacy in the Early Years

Credits: 3

Examines the process of language and literacy development in young children. The course focuses on ways teachers of young children integrate research based knowledge with early school and family literacy. Field experience required. Prerequisite(s): EDUC 242.

EDUC 255 - Growth and Development: Infants and Toddlers

Credits: 3

Examines the growth and development of infants and toddlers with an emphasis on the uniqueness of the earliest years and the implications for care in group settings. Theoretical and philosophical approaches to infant/toddler care will be studied. Programs and activities for infants and toddlers will be discussed and planned, incorporating accommodations for early intervention. Required field work involves experiences with infants and toddlers (B-2 years). Prerequisite(s): Current criminal background check.

EDUC 256 - Guidance of Young Children

Credits: 3

Studies various theories and practices related to the guidance of young children. Emphasis on self awareness for teachers and parents leading to setting program goals and promoting prosocial behavior. Prerequisite(s): EDUC 242.

EDUC 257 - Programs for Infants and Toddlers

Credits: 3

Examines theoretical approaches in infant/toddler care. Emphasis will be on developing programs and activities for infants and toddlers in group care. Field experience required. Prerequisite(s): EDUC 242 and EDUC 255.

EDUC 261 - Special Needs: Early Childhood Education

Credits: 3

Studies the various special needs conditions, early identification and intervention approaches, and the subsequent adaptations necessary for a classroom setting. Field experience required. Prerequisite(s): EDUC 242.

EDUC 272 - Health, Safety, Nutrition for the Young Child

Credits: 3

Studies the link between proper nutrition, health, and child development. Special health and safety needs of young children will be explored as they relate to program plans in early childhood settings. Information for teachers to share with families will be developed. Field experience required. Prerequisite(s): EDUC 242.

EDUC 283 - Explorations in Secondary Education

Credits: 3

This course is designed to integrate the fundamental aspects of adolescent development and teaching adolescents reading strategies in a departmentalized middle or secondary (5-12) school setting. The course will include a field experience (practicum) in a local school. Prerequisite(s): Admission to Exploration Phase of Teacher Education including 24 credit hours of coursework with a 2.75 GPA. Demonstrated proficiency in critical reading, writing, and mathematics (Indiana's Office of Educator Licensing and Development standards and benchmarks will be followed.) Grade of C or above in all courses applied to the candidate's degree. Completion of co-enrollment in EDUC 221; completion of co-enrollment in EDUC 206.

EDUC 284 - Introductory Clinical Experiences in Secondary Schools

Credits: 3

Enrolled concurrently with EDUC 283 - Explorations in Secondary Education. Three semester hours designed around a field experience in a local school. Applied projects and experiences occur through one-on-one after-school mentoring programs and small group instruction. The clinical experiences emphasizes the application of content related to adolescent development, teaching adolescents with exceptionalities, and teaching adolescents reading strategies in a secondary education setting. Prerequisite(s): Admission to Exploration Phase in Teacher Education and EDUC 221 (may be taken concurrently). Co-Requisite(s) (must be taken at same time as): EDUC 283.

EDUC 285 - Early Childhood: Program Administration

Credits: 3

Analyzes and evaluates current educational programs for young children with emphasis on the management aspects of child care programs including personnel matters (employment, training, and dismissal); policies and procedures related to health, safety, fire regulations and facility maintenance; financial planning and budgeting; supervision of program; and parent relationships. Field experience required. Prerequisite(s): Completion of 15 hours in early childhood education.

EDUC 292 - Explorations in Elementary Education

Credits: 3

This course will provide a broad overview of current issues and practices in elementary schools. Candidates will explore major child development concepts, learning theories, socio-historical contexts, and research related to the growth and development and literacy acquisition. This course requires a field experience involving tutoring in a local school. Prerequisite(s): Admission to Exploration Phase of Teacher Education including: 24 credit hours of coursework with a 2.75 GPA. Demonstrated proficiency in critical reading, writing, and mathematics (Indiana's Office of Educator Licensing and Development standards and benchmarks will be followed.) Grade of C or above in all courses applied to the candidate's degree. Completion or co-enrollment in EDUC 221 ; completion or co-enrollment in EDUC 206.

EDUC 304 - Growth & Development: Early Adolescence

Credits: 3

Examines the early and current theories of early adolescent development in the areas of physical, psychosocial (cultural influences), and cognitive/language/ literacy development of students ages 10 to 14 years. Focuses on the integration of research findings and theories of growth and development in middle school practice. Guided field experience required. Prerequisite(s): EDUC 201 or EDUC 202 or EDUC 242. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 315 - Management for Students with Exceptional Needs

Credits: 3

This course covers behavioral theory, foundations of positive behavior support, and legal issues related to behavior. It teaches students strategies for managing the classroom to facilitate learning and ensure safety in diverse school settings. Students learn to identify the functions of student behavior and effective behavior interventions for addressing behavior difficulties. Strategies for crisis prevention and intervention are addressed. Prerequisite(s): EDUC 292.

EDUC 340 - Special Topics in Early Childhood Education

Credits: 1-3

Explores contemporary topics or innovative developments in early childhood education. Subtitle and credit hours determined by faculty at each offering.

EDUC 344 - Family, School, Community Partnerships

Credits: 3

Examines the diversity of families and factors that influence parenting in contemporary society. Focuses on strategies to develop working partnerships with parents. Addresses ways to design parent-teacher conferences, parent education, and parent involvement in P-6 settings. Guided field experience required. Prerequisite(s): EDUC 201 or EDUC 202 or EDUC 242. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 346 - Early Childhood Curriculum I

Credits: 3

Examines theoretical views of cognitive development with a focus on how children, ages three through five in preschool settings, acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities in early childhood education for math, science, and social studies are emphasized. Foundations for Young Children to the Indiana Academic

Standards are emphasized. Field experience required. Prerequisite(s): EDUC 242. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 347 - Early Childhood Curriculum II

Credits: 3

Examines theories and importance of creativity in children's development. Integrated methods and developmentally appropriate activities for art, music, play, and movements curriculum for children ages three through five in preschool. Field experience required. Prerequisite(s): EDUC 242. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 348 - School-Age Child Care

Credits: 3

This course examines the needs of children in school age childcare, ages five to 12 years. Emphasis is placed on the study of the environment, curriculum, and schedule necessary for developmentally appropriate school-age programs in a variety of settings. Field experience required. Prerequisite(s): EDUC 242, EDUC 346, and EDUC 347 or consent of instructor.

EDUC 351 - Music, Movement, Play, and Expressive Arts

Credits: 3

This course focuses on play as the principle medium of children's learning and development through activities such as exploration of music, movement, and rhythms for young children. Its objectives relate mainly to learning the teacher's role in supporting, facilitating, and guiding children's play with a focus on physical activity through developmentally appropriate activities for birth through age 8 settings. Prerequisite(s): EDUC 242 or EDUC 292.

EDUC 354 - Practicum in Elementary Education

Credits: 3

Directed field experiences in approved settings involving students in the elementary school setting (Grades K-6). Experiences will involve the identification of specific learning needs within the classroom, development of integrated curriculum, collaborative implementation through differentiated instructional strategies, and assessment of instructional impact on student learning. Prerequisite(s): EDUC 292. Co-Requisite(s) (must be taken at same time as): Two of the following required: EDUC 373, EDUC 388, EDUC 378, MATH 392.

EDUC 355 - Practicum in Early Childhood Education

Credits: 3

Relates theory to practice through supervised experiences in an early childhood setting. Students work under the general supervision of pre-school and University personnel. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

EDUC 356 - Teaching Methods in Integrated Content Areas (Kindergarten-Primary)

Credits: 3

Examines methods and materials in the social studies, science, and mathematics that are developmentally appropriate for young children. Emphasis will be on planning active activities related to science, math, and social studies concepts in kindergarten and primary settings. Emphasis will also be on integrated curriculum and professional collaboration. Field experience required. Prerequisite(s): EDUC 261 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 357 - Expressive Arts/Social Studies (Kindergarten/Primary)

Credits: 3

Examines the objectives, resources, curriculum development, methods of teaching social studies and expressive arts at kindergarten and primary levels. Emphasis on integrated curriculum and professional collaboration. Field experience required. Prerequisite(s): EDUC 242 or EDUC 292 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 359 - Practicum Topics in Early Childhood Education

Credits: 1-3

Experience is designed to relate theory to practice through supervised experiences in an early childhood setting. Students work under the supervision of preschool and University personnel. Topic is specified for each offering. Prerequisite(s): No prereq. Repeatability: The course may be repeated up to a maximum of nine credit hours.

EDUC 366 - Educational Assessment

Credits: 3

Examines the impact of testing and assessment. Reviews accountability movements, standardized testing, and high stakes assessment systems as they affect the roles and power of teachers and administrators. Students will learn to construct normative and criterion referenced assessments, and learn their utility in aligning curriculum and activities with K-12 content standards. Field experiences may be required. Prerequisite(s): EDUC 221 and EDUC 206, admission to teacher education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

EDUC 373 - Teaching Science in the Elementary School

Credits: 3

Designed to integrate physical, biological, earth/science concepts, and the teaching of science. Experiences in inquiry-based problem solving using primary and integrated science process skills stressed. Age-appropriate science content and teaching

methodologies are studied. The course also explores issues regarding safe science, evaluating student comprehension in science, and addressing state and national science standards. Field experiences with children in a school setting required. It is strongly recommended that students have completed seven credit hours of science before enrolling in this course. Prerequisite(s): Admission to teacher education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

EDUC 378 - Literacy Methods I

Credits: 3

Teaching techniques and materials for the developmental reading program plus techniques for establishing oral and written expression with emphasis on understanding how language learning takes place in the elementary school. Guided field experience required. Prerequisite(s): EDUC 203 or EDUC 292. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

EDUC 381 - Literacy, Language, and Culture

Credits: 3

Candidates will know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support culturally and linguistically diverse learners' literacy and language development and content area achievement. The course will include such topics as language and identity, bilingualism, code-switching, dialects, heritage languages, language policy, language death, and first and second language learning. Prerequisite(s): EDUC 378.

EDUC 382 - Elementary Analysis of Curriculum and Instruction

Credits: 3

Three semester hour course designed to integrate the fundamental aspects of differentiated instruction, integrated curriculum development, lesson planning, and concept assessment while teaching in an elementary (K-6) school setting. The course includes a field experience practicum in a local school. Prerequisite(s): EDUC 292 and admission to Analysis Phase in Teacher Education. Co-Requisite(s) (must be taken at same time as): EDUC 398

EDUC 383 - Secondary Analysis of Curriculum and Pedagogy

Credits: 3

Three semester hours designed to integrate the fundamental aspects of differentiated instruction, curriculum development, lesson planning, and concept assessment while teaching in a departmentalized middle or secondary (5-12) school setting. Prerequisite(s): Admission to Analysis Phase in Teacher Education Co-Requisite(s) (must be taken at same time as): EDUC 384.

EDUC 384 - Advanced Clinical Experiences in Secondary Schools

Credits: 3

Three semester hours of field practicum designed to support candidates' integration of differentiated instruction, curriculum development, lesson planning, and concept assessment while teaching in a departmentalized middle or secondary (5-12) school setting. Prerequisite(s): Admission to Analysis Phase in Teacher Education. Co-Requisite(s) (must be taken at same time as): EDUC 383.

EDUC 385 - Teaching and Learning in the Senior High, Junior High, and Middle School

Credits: 3

The nature of teaching and learning, including psychological principles, instructional planning, instructional techniques, curriculum, and evaluation. Prerequisite(s): EDUC 202 and admission to teacher education. Guided field experience required. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 386 - Early Childhood Curriculum and Instruction

Credits: 3

This course is a comprehensive study of early childhood pedagogy, research and curriculum, with a focus on how preschool age children acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities for math, science, and social studies are emphasized. Reflecting and supporting diversity in addition to utilizing observation and assessment of learning will be stressed. Prerequisite(s): Admission to Analysis Phase in Teacher Education. Co-Requisite(s) (must be taken at same time as): EDUC 355.

EDUC 388 - Teaching Social Studies in the Elementary School

Credits: 3

Examines and uses methods, strategies, and materials that promote the development of social studies concepts and generalizations in the developing learner with an emphasis on the learner in the integrated curriculum. The course also provides an opportunity for critical self-reflection of the individual's teaching and within a social, supportive context offers assistance for improving practice. Guided field experience required. Prerequisite(s): Admission to teacher education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

EDUC 390 - Teaching Foreign Languages in the Senior High, Junior High, and Middle School

Credits: 2

Aims and methods of procedure in teaching foreign language. Prerequisite(s): EDUC 385. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 391 - The Teaching of High School Mathematics

Credits: 3

The materials, devices, and methods of teaching mathematics. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**EDUC 392 - The Teaching of Elementary School Mathematics**

Credits: 3

The materials, devices, and methods of teaching mathematics in the elementary school. Guided laboratory experiences in local schools may be required. Prerequisite(s): MATH 203 and admission to teacher education.

EDUC 394 - Teaching Social Studies in the Senior High, Junior High, and Middle School

Credits: 2

Emphasis on methods and materials in social studies. Required of those who do student teaching in social studies. Prerequisite(s): 18 hours in social sciences and EDUC 385. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**EDUC 395 - Teaching English in the Senior High, Junior High, and Middle School**

Credits: 2

Aims and methods of procedure in teaching English with emphasis on literature and composition, plus materials and organization as preparation for student teaching. Prerequisite(s): EDUC 385. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**EDUC 396 - Teaching Science in the Senior High, Junior High, and Middle School**

Credits: 2

Aims and methods of procedure in teaching science. Prerequisite(s): EDUC 385. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**EDUC 398 - Reading Methods**

Credits: 3

Examines issues related to scientifically-based reading research. Reading strategies and assessments for teaching and evaluating phonemic awareness, phonics, fluency, comprehension, and vocabulary are taught and then utilized in a guided field experience. Prerequisite(s): EDUC 203 and either EDUC 246 or EDUC 378. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.**EDUC 401 - Teaching Communications in the Senior High, Junior High, and Middle School**

Credits: 2

Application of communications principles to practical classroom use. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**EDUC 405 - Educational Psychology**

Credits: 3

A study of educational psychology in the classroom, how techniques from this area can aid the teacher in subject matter presentation and in dealing with school pupils. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Irregularly offered.**EDUC 407 - Growth & Development of Exceptionalities**

Credits: 3

This course examines the development and characteristics of individuals ages 10 through adulthood with exceptional needs. The course includes a survey of the physical, intellectual, social and emotional development, and the unique needs and characteristics of students who are at risk or who have exceptionalities. The course focuses on the integration of research findings and theories of growth and development in school practice. Prerequisite(s): EDUC 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.**EDUC 408 - Teaching Reading to Students with Special Needs**

Credits: 3

Emphasizes the knowledge and skills necessary for teaching reading to students with mild disabilities. Prerequisite(s): EDUC 242 and EDUC 261 or EDUC 292 or EDUC 283 and EDUC 284 (Exploration Block) and EDUC 206.

EDUC 411 - Legal and Contemporary Issues Related to Exceptional Needs

Credits: 3

This course will examine the legal foundations for the provision of special education services. This course will review contemporary legal findings prevalent in the field through class discussion of cases involving mediation, due process, and court decisions. Legal tenets that relate to differing opinions involving school personnel, state educational agencies, and parents will be thoroughly examined. Prerequisite(s): EDUC 206.

EDUC 412 - Evaluation and Exceptionality: Assessment, Interpretation and Instructional Design

Credits: 3

This course explores the purpose(s) of assessment, selection of criteria, administration techniques, need for accuracy in scoring, determination of validity of interpretation, and application of data for instructional design and implementation. The development of assessment skills, awareness of legal and ethical issues, and collaboration will be emphasized. Prerequisite(s): EDUC 315,

EDUC 413, and EDUC 421. Co-Requisite(s) (must be taken at same time as): EDUC 418 and EDUC 422. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 413 - Exceptional Needs Instructional Strategies I

Credits: 3

This course examines teaching methods appropriate for students with exceptional needs in the primary and intermediate categories. Emphasis is placed on all phases of the instructional process based on assessment of student needs, developmental plans, appropriate implementation and evaluation of effective instruction. Prerequisite(s): EDUC 292 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 418 - Exceptional Needs Instructional Strategies II

Credits: 3

This course examines teaching methods appropriate for students with exceptional needs in the Early Adolescent and Young Adult categories. Emphasis is placed on all phases of the instructional process based on assessment of student needs, development plans, appropriate implementation and evaluation of effective instruction. Prerequisite(s): EDUC 315, EDUC 411, and EDUC 423. Co-Requisite(s) (must be taken at same time as): EDUC 412 and EDUC 422. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 419 - Multisensory Language Approach: Teaching Reading to Struggling Readers

Credits: 3

This course examines and analyzes the structure of the English language using encoding, decoding, syllable types, phonemics, spelling rules, and word roots. It focuses on the implementation of knowledge using a multisensory approach to integrated instruction at all grade levels to improve encoding, decoding, grammar and comprehension in language art skills. Prerequisite(s): EDUC 206, EDUC 378, and admission to Teacher Education.

EDUC 421 - Exceptional Needs Practicum I: Elementary

Credits: 3

This practicum consists of a 60-hour field experience in the elementary school setting taught concurrently with EDUC 413. Prerequisite(s): Completion of the EDUC 292 or EDUC 283/EDUC 284 Exploration Block and EDUC 206. Co-Requisite(s) (must be taken at same time as): EDUC 413.

EDUC 422 - Exceptional Needs Practicum II: Secondary

Credits: 3

This practicum consists of a 60-hour field experience in the secondary school setting and taught concurrently with EDUC 418. Prerequisite(s): Completion of the EDUC 292 or EDUC 283/EDUC 284 Exploration Block and EDUC 206. Co-Requisite(s) (must be taken at same time as): EDUC 418.

EDUC 423 - Collaborative Partnerships

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem solving. This course will also examine student transition as it relates to placement in the elementary school, movement from the elementary setting to a middle school placement, movement from the middle school to a high school placement and from the school setting into community environments. It will promote skill development in working with students and their parents to encourage advocacy and self determination. Prerequisite(s): EDUC 206 and admission to Teacher Education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 424 - Supervised Student Teaching in Special Education

Credits: 3-9

Teacher candidates in the final semester of their program are assigned to a full-time special education placement for the duration of the semester. Candidates will student teach using USI's Co-Teaching model under the guidance of a classroom teacher and a university supervisor. Prerequisite(s): Permission of the director of student teaching. All other courses toward degree must be completed before term begins. Concurrent (may be taken at same time): Requires concurrent enrollment in EDUC 458 or capstone course in department of major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 431 - Supervised Student Teaching in Early Childhood Education

Credits: 3-9

Teacher candidates in the final semester of their program of their program are assigned to a full-time early childhood placement for the duration of the semester. Candidates will student teach using USI's Co-Teaching model under the guidance of a classroom teacher and a university supervisor. Prerequisite(s): Permission of the director of student teaching. All other courses toward degree must be completed before term begins. Concurrent (may be taken at same time): Requires concurrent enrollment in EDUC 458

EDUC 439 - Classroom Management through Data-based Decision Making

Credits: 3

This is a required course designed to provide preservice and beginning teachers with a basic understanding of the complex set of practices that help to create an environment conducive to learning. This course will help preservice teacher to better understand their own implicit theories behind working with P-12 students in the 21st Century classroom, while helping them to identify effective evaluation practices. This course also acquaints candidates with current controversies and research methods.

Prerequisite(s): Senior status and admission to Synthesis Phase in Teacher Education. Co-Requisite(s) (must be taken at same time as): Co-enrollment in student teaching is required. Repeatability: Repeatable with change in school setting.

EDUC 440 - Current Trends in Reading**Credits: 3**

The teaching of reading undergoes a variety of changes based on the social and political climate. This course offers the opportunity for students to explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: new instructional programs, state mandates in reading instruction, changing state and national standards, and phonics instruction. Prerequisite(s): EDUC 398 or consent of instructor.

EDUC 441 - Young Adult Literature**Credits: 3**

Course provides an overview of literature for adolescents and young adults. Participants will critique these materials and design plans for incorporating all genres of young adult literature in middle school and high school classrooms. Prerequisite(s): EDUC 398 or consent of instructor.

EDUC 442 - Advanced Children's Literature**Credits: 3**

Course provides an opportunity for classroom teachers and media specialists to explore recently published books and non-print materials for children in P-6. Participants will critique these materials and design plans for incorporating all genres of children's literature in their classrooms. Prerequisite(s): EDUC 398 or consent of instructor.

EDUC 443 - Production of Instructional Materials**Credits: 3**

Planning, preparing, and evaluating teacher-produced software. Units include such areas as production, planning, graphic, photographic, and audio media. Production within units is based upon the individual's purposes and interests. Practical experiences in preparing software are emphasized. Prerequisite(s): EDUC 214, or consent of instructor.

EDUC 455 - Diagnostic Teaching of Reading**Credits: 3**

Emphasizes diagnostic teaching in which teachers assess reading during instruction. A model of diagnostic decision-making is presented that encourages the teacher of reading to view assessment and instruction as interacting and continuous processes. A variety of formal and informal assessment measures are studied for their assessment and instructional value. Prerequisite(s): EDUC 398 or consent of instructor.

EDUC 458 - Seminar in Professional Education**Credits: 3**

Capstone seminar open to all teaching majors and minors. This course provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area coursework, and professional education core. The course examines current issues faced by teaching professionals in today's schools. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): Permission of director of student teaching. Concurrent (may be taken at same time): Concurrent enrollment in student teaching **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

EDUC 460 - Seminar in Elementary Supervised Teaching**Credits: 2**

Designed to develop insight during laboratory experiences of student teachers. Open to advanced teachers.

EDUC 465 - Instructional Technology Integration**Credits: 3**

Focuses on the integration of technology into the school curriculum and explores the use of technology to enhance the teaching and learning process. Students will examine issues related to the evaluation, selection, and implementation of technology resources including software, hardware, and peripherals, the emerging technologies and trends in technology education, and various pedagogical approaches. Emphasis is placed on the design and implementation of technology-based instruction for K-12 classrooms. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

EDUC 466 - Authoring Educational Multimedia Resources**Credits: 3**

Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources. Internet, laserdiscs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and

scanned images are incorporated into multimedia projects. Interdisciplinary multimedia thematic units also are developed. Prerequisite(s): EDUC 214, EDUC 465, or equivalent.

EDUC 467 - The Internet in Education

Credits: 3

Focuses on the applications of Internet technology in teaching and education with emphases on resources, publication, and research. Topics include the examination of diverse Internet-based tool and information sources for teachers and learners. Students explore the Internet and create web publications applicable to professional development, student publication, school based network presence, and lesson development. Prerequisite(s): EDUC 214, EDUC 465, or equivalent.

EDUC 468 - Instructional Technology Administration

Credits: 3

Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include advanced instructional development, general technical troubleshooting and maintenance; and assistive technology. Management topics include technology planning, implementation, and evaluation; staff development; facilities design; budgeting, and grant writing. Prerequisite(s): EDUC 214, EDUC 465, or equivalent.

EDUC 469 - Special Topics in Computer Education

Credits: 1-3

Explores contemporary topics or innovative developments related to the integration of computers and other technology into educational settings. Credit hours available determined by faculty. Prerequisite(s): Consent of instructor. Repeatability: Repeatable for maximum of five credit hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 471 - Supervised Student Teaching in Elementary Education

Credits: 3-9

Teacher candidates in the final semester of their program are assigned to a full-time elementary placement for the duration of the semester. Candidates will student teach using USI's Co-Teaching model under the guidance of a classroom teacher and a university supervisor. Prerequisite(s): Permission of the director of student teaching. All other courses toward the degree must be completed before term begins. Concurrent (may be taken at same time): Requires concurrent enrollment in EDUC 458 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 473 - Supervised Student Teaching in Secondary or P-12 Education

Credits: 3-9

Teacher candidates in the final semester of their program are assigned to a full-time placement for the duration of the semester. Candidates will student teach using USI's Co-Teaching model under the guidance of a classroom teacher and a university supervisor. Prerequisite(s): Permission of the director of student teaching. All other courses toward degree must be completed before term begins. Concurrent (may be taken at same time): Requires concurrent enrollment in EDUC 439, EDUC 458 or capstone course in department of major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 474 - Supplemental Supervised Teaching in the Secondary School

Credits: 6

Participation and actual teaching in the secondary grades for teacher candidates completing secondary licensure only. Enrollment only by permission of director of student teaching. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 476 - Kindergarten Practicum

Credits: 3

For students on the elementary curriculum who wish to be certified for teaching in kindergarten. Enrollment only by permission of director of student teaching. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 478 - Supervised Teaching Elementary Reading

Credits: 3-6

Participation and actual teaching in an elementary reading setting for candidates completing the elementary reading minor. Enrollment only by permission of director of student teaching. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 480 - Diversity in Children's Literature

Credits: 3

This course examines the representation of diverse populations in literature for children and adolescents. In the course, students have an opportunity to read a variety of multicultural books written for students in grades K-8, research authors who write and illustrate multicultural books, examine the multiple perspectives represented in books advertised as multicultural and discuss using the books in classrooms. Prerequisite(s): Admission to Teacher Education.

EDUC 488 - The Middle School Curriculum

Credits: 3

Designed to serve the needs of those concerned with the development and organization of the middle school program. It encompasses a consideration of the theory and processes of curriculum planning and evaluation. Prerequisite(s): EDUC 304 (may be taken concurrently) and admission to Teacher Education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 490 - Special Topics in Education

Credits: 1-3

Course is devoted at each offering to the study of a contemporary topic or innovative development in education. Credit hours available for each offering and course requirements are determined by the education faculty.

EDUC 493 - Content Area Reading: Differentiated Instruction

Credits: 3

Teaching techniques and materials for using reading and writing across the curriculum in middle and senior high school. The role of teachers, parents, and other relevant personnel will be investigated in relation to best practices in differentiated instruction for all learners including exceptionalities. Prerequisite(s): EDUC 385 or (for Physical Education Teaching majors only) PET 395.

EDUC 494 - Workshop in Reading

Credits: 2

An analysis of instructional programs in content areas with emphasis on both developmental reading and remedial procedures.

EDUC 498 - Current Research in Education

Credits: 1-3

A survey of current research in education. Designed to meet individual needs of students.

EDUC 499 - Individual Study in Educational Psychology

Credits: 1-3

A survey of current research in learning. Designed to meet individual needs of students

EDUC 511 - Foundations and Legal Issues Related to Exceptional Needs

Credits: 3

Examines the fundamentals for provision of special education service delivery including legal and societal aspects. Develops skills and dispositions for experiences based on disability characteristics and extent of handicap. (Social Foundation Course)

EDUC 512 - Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design

Credits: 3

Explores the purpose(s) of assessment, selection of criteria, administration techniques, needs for accuracy in scoring, determination of validity of interpretation and application of data for instructional design and implementation. The development of assessment skills, awareness of legal and ethical issues, and collaboration will be emphasized. Concurrent (may be taken at same time): Concurrent registration in EDUC 513 and EDUC 521 required. (Human Development Course)

EDUC 513 - Learning Strategies for Students with Exceptional Needs

Credits: 3

Examines teaching methods appropriate for students with exceptional needs. Emphasis is placed on all phases of the instructional process based on assessment of student needs, developmental plans, appropriate implementation and evaluation of effective instruction. Concurrent (may be taken at same time): Concurrent registration in EDUC 512 and EDUC 521 required. (Advanced Instruction course)

EDUC 514 - Inclusive Philosophy and Educational Practices

Credits: 3

Emphasizes individualized educational experiences for all students through adaptations/accommodations in general, modified or alternative curriculum appropriate to a student's unique needs both academically and socially. Concurrent (may be taken at same time): Concurrent registration in EDUC 515 and EDUC 522 required.

EDUC 515 - Management and Exceptionality: Environmental, Social, and Behavioral

Credits: 3

This course examines strategies for teaching appropriate social skills and behavioral intervention strategies including conflict resolution and crisis intervention. It includes a study of learning theory, experiential learning, role-playing, and relationships to behavioral intervention and assessment plans. The class also requires 15 hours of classroom observation. (Advanced Instruction course)

EDUC 517 - Transition and Exceptionality

Credits: 3

Examines student transition between school settings and community environments. Develops skills in working with students and their parents to encourage advocacy and self-determination.

EDUC 521 - Exceptional Needs: Practicum I

Credits: 3

Introduces observation, instruction and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for academic success. Concurrent (may be taken at same time): Concurrent registration with EDUC 512 and EDUC 513 required.

EDUC 522 - Exceptional Needs: Practicum II

Credits: 3

Introduces observation, instruction, and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for success in academic and nonacademic environments. Concurrent (may be taken at same time): Concurrent registration with EDUC 514 and EDUC 515 required.

EDUC 523 - Collaborative Partnerships

Credits: 3

This course defines, studies, and applies the skills necessary for teaching collaboratively. It presents a paradigm that adheres to the belief that close working relationships between teachers serving the same students are an absolute necessity. Emphasis will be placed on the need for close communication between professionals, the challenges of scheduling and instructional coordination, and interpersonal problem solving. Field experiences required.

EDUC 524 - Supervised Teaching: Exceptional Needs: Elementary-Primary

Credits: 3-6

Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Elementary-Primary level. Concurrent (may be taken at same time): Concurrent registration in EDUC 516 and EDUC 528 required.

EDUC 525 - Supervised Teaching: Exceptional Needs: Elementary-Intermediate

Credits: 3-6

Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Elementary-Intermediate level. Concurrent (may be taken at same time): Concurrent registration in EDUC 516 and EDUC 528 required.

EDUC 526 - Supervised Teaching: Exceptional Needs: Middle School/Jr. High

Credits: 3-6

Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Middle School/Junior High level. Concurrent (may be taken at same time): Concurrent registration in EDUC 516 and EDUC 528 required.

EDUC 527 - Supervised Teaching Exceptional Needs: Secondary School

Credits: 3-6

Engages in the professional role of special educator, with qualified supervision, in an appropriate program placement including students with exceptional needs at Secondary level. Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

EDUC 538 - Synthesis Seminar in Special Education

Credits: 3

Capstone Seminar in Special Education. A preprofessional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge from the University Core Curriculum, subject area coursework, and professional education core. This course also examines case studies which present issues faced by teaching professionals in school settings.

EDUC 540 - Current Trends in Reading

Credits: 3

The teaching of reading undergoes a variety of changes based on the social and political climate. This course offers the opportunity for students to explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: New instructional programs, state mandates in reading instruction, changing state and national standards, phonics instruction. (Advanced Instruction course)

EDUC 541 - Young Adult Literature

Credits: 3

Course provides an overview of literature for adolescents and young adults. Participants will critique these materials and design plans for incorporating all genres of young adult literature in middle school and high school classrooms. (Advanced Instruction course)

EDUC 542 - Advanced Children's Literature

Credits: 3

Course provides an opportunity for classroom teachers and media specialists to explore recently published books and non-print materials for children in Pre-K through grade 6. Participants will critique these materials and design plans for incorporating all genres of children's literature in their classrooms. (Advanced Instruction course)

EDUC 555 - Diagnostic Teaching of Reading

Credits: 3

Emphasizes diagnostic teaching in which teachers assess reading during instruction. A model of diagnostic decision-making is

presented that encourages the teacher of reading to view assessments and instruction as interacting and continuous processes. A variety of formal and informal assessment measures are studied for their assessment and instructional value.

EDUC 565 - Instructional Technology Integration

Credits: 3

Focuses on the integration of technology into the school curriculum and explores the use of technology to enhance the teaching and learning process. Students will examine issues related to the evaluation, selection, and implementation of technology resources including software, hardware, and peripherals, the emerging technologies and trends in technology education, and various pedagogical approaches. Emphasis is placed on the design and implementation of technology-based instruction for K-12 classrooms. (Advanced Instruction course)

EDUC 566 - Authoring Educational Multimedia Resources

Credits: 3

Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, and then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources. Internet, laser discs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and scanned images are incorporated into multimedia projects. Interdisciplinary, multimedia thematic units also are developed. Prerequisite(s): EDUC 214, EDUC 565, or equivalent. (Advanced Instruction Course)

EDUC 567 - The Internet in Education

Credits: 3

Focuses on the process of connecting learners with remote resources as primary or secondary means of learning. Examines the systematic design and development of distance learning environments (e.g., video, computer, and Internet-based delivery systems) with special consideration to learner needs and varied communication channels. Students plan and design instructional sequences, then apply distance learning techniques that address issues such as the need for real-time vs. delayed interaction. The evolving roles of technology, faculty, and learners are discussed. The course will be taught using the technologies demonstrated in class. Prerequisite(s): EDUC 214, EDUC 565, or equivalent. (Curriculum Theory Course)

EDUC 568 - Advanced Instructional Technology

Credits: 3

Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include advanced instructional development; general technical troubleshooting and maintenance; and assistive technology. Management topics include technology planning, implementation, and evaluation; staff development; facilities design; budgeting and grant writing. Prerequisite(s): EDUC 214, EDUC 465, or equivalent. (Advanced Instruction course)

EDUC 569 - Special Topics in Computer Education

Credits: 1-3

This course is devoted at each offering to the study of a contemporary topic of innovative development in computer education. Semester hour(s) credit available for each offering and education faculty determines course requirements. Prerequisite(s): consent of instructor. Repeatability: Course repeatable for maximum five hours credit.

EDUC 580 - Diversity in Children's Literature

Credits: 3

This course examines the representation of diverse populations in literature for children and adolescents. In the course, graduate students have an opportunity to read a variety of multicultural books written for students in grades K-8, research authors who write and illustrate multicultural books, examine the multiple perspectives represented in books advertised as multicultural and discuss using the books in their classrooms. (Social Foundations Course)

EDUC 588 - Junior High/Middle School Curriculum

Credits: 3

A study of the development and organization of instructional programs to meet the needs of early adolescents. Considers theories and processes for developing and evaluating curriculum for middle level students. (Curriculum Theory Course)

EDUC 590 - Special Topics in Education

Credits: 1-3

Study of a contemporary topic or innovative development in education.

EDUC 601 - Research in Education

Credits: 3

Introduces the field of educational research. The course emphasizes the understanding of quantitative and qualitative research, teacher action-research, and the evaluation of research reports.

EDUC 603 - Historical and Philosophical Influences in Education

Credits: 3

Examines the nature and functions of formal education through a historical survey of educational development and a study of major philosophers whose thinking has influenced educational practice. (Social Foundations Course)

EDUC 604 - School and Society

Credits: 3

Examines the interactions between cultures, their social norms and values, and their goals for education. Studies the roles of schools as preservers of cultures, preparers for participation in societies, and contributors to social progress. Analyzes the complex social, political, and economic characteristics that influence modern schools and the educational implications of these factors. (Social Foundations Course)

EDUC 605 - Moral Dimensions of Schooling

Credits: 3

Examines ethical theories and how they contribute to understanding the moral influence of schools and teachers. The course emphasizes the unintentional moral education that is embedded in what teachers say and do even when they are not intending to act as moral agents. Prerequisite(s): No prereq.

EDUC 607 - Issues in Reading, Diversity, and Exceptional Needs

Credits: 3

Examines approaches for improving adolescent/young adult literacy in various content areas. Emphasis on strategies for teaching students with a wide range of abilities in culturally diverse settings.

EDUC 608 - Thinking in the Classroom

Credits: 3

Examines perspectives on the nature and processes of thinking and on applications of these perspectives to curriculum development. The course emphasizes the use of educational philosophy in the analysis of critical and creative thinking, and it focuses on the ways in which the fundamental nature of teaching and learning results in educational practices that encourage non-thinking.

EDUC 609 - Service Learning and Experiential Education

Credits: 3

This course examines the roles of community and university partners as they engage in civic engagement and civic responsibility through service learning. The course focuses on the ethical role of the citizenry as it invests in community organization and change. (Social Foundations Course)

EDUC 611 - Secondary School Curriculum

Credits: 3

Examines the philosophical and societal bases for the development of curriculum theories and practices in education. This course also analyzes curriculum issues relevant to teaching in contemporary secondary schools. (Curriculum Theory Course)

EDUC 612 - Curriculum Theory

Credits: 3

Study of a contemporary topic or innovative development in education. Examines the philosophical and societal underpinnings of the development of curriculum theories and practices in education. This course analyzes curriculum issues relevant to teaching in contemporary schools. (Curriculum Theory Course)

EDUC 614 - Elementary School Curriculum

Credits: 3

Analysis of curriculum development in elementary schools, with emphasis on sources of curriculum, models of curriculum development, and processes of curriculum change. Examination of trends and issues, including equal access and multicultural education. Prerequisite(s): No prereq. (Curriculum Theory Course)

EDUC 615 - Integrated Curriculum I

Credits: 3

One of the analysis courses in the Elementary Transition to Teaching program, this course examines the theoretical views of cognitive development with a focus on how children acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities for working with diverse and exceptional populations are emphasized. Also examines strategies to develop working partnerships with parents. Guided field experience required.

EDUC 616 - Integrated Curriculum II

Credits: 3

One of the analysis courses in the Elementary Transition to Teaching program, this course examines the theoretical views of multiculturalism in education. Integrated methods and developmentally appropriate activities in math and sciences are emphasized. Guided field experience required.

EDUC 621 - Measurement and Evaluation in Education

Credits: 3

Examines knowledge and skills in the construction, use and evaluation of measurement instruments, and evaluation procedures in educational settings. Prerequisite(s): No prereq. (Human Development Course)

EDUC 622 - Assessment in Education

Credits: 3

Examines the impact of testing and assessment. Reviews accountability movements, standardized testing, and high stakes assessment systems as they affect the roles and power of teachers and administrators. Students will learn to construct normative and criterion referenced assessments, and learn their utility in aligning curriculum and activities with K-12 content standards. Field experience may be required. (Human Development Course)

EDUC 623 - Child Development and Elementary Education

Credits: 3

The initial course in the Elementary Transition to Teaching program, this course introduces candidates to current theories of child development in the areas of physical/motor, psychosocial (cultural influences), and cognitive/ language/literacy development of children ages birth to 12 years. Focuses on the integration of research findings and theories of growth and development and educational psychology in early childhood and elementary practice. Guided field experience may be required. (Human Development Course)

EDUC 624 - Seminar in Adolescent Development

Credits: 3

Examines human development during the age range from 13 to 19 years. Guided field experience may be required. (Human Development Course)

EDUC 631 - Analysis of Instruction

Credits: 3

Analyzes recent research literature regarding the improvement of instruction. Students examine research articles regarding teacher reflection, teacher effectiveness, cooperative learning, designing instruction to meet the needs of different learning styles, instruction to promote student constructions of meaning, and instructional processes leading to portfolio assessment. Students write a review of literature in a chosen area. Prerequisite(s): EDUC 601.

EDUC 641 - Literacy Programs in the Classroom

Credits: 3

A study of ways teachers can sustain a balanced literacy program in their classrooms for all students. Topics for course will be flexible depending on teachers' needs and interests; however, in general, the topics covered will include current innovations in the fields of reading (i.e., 4-block instruction, incorporating standards, comprehension strategies, using literature circles), writing (i.e., writing process, writing assessment through writing traits and rubrics, choosing writing prompts), listening, and speaking. Emphasizes instructional practices and activities for use in the classroom. (Curriculum Theory Course)

EDUC 642 - Interdisciplinary Processes in Mathematics and Science

Credits: 3

A study of curricular themes and instructional methods in mathematics and science for elementary teachers. Strategies for integration and accompanying materials will be examined. Interdisciplinary activities will be developed. Prerequisite(s): No prereq.

EDUC 643 - Interdisciplinary Processes in Social Studies and Global Awareness

Credits: 3

An investigation of the theoretical foundations for incorporating social studies, global awareness, and multicultural education into the integrated curriculum. Consideration for diverse learning needs and styles of children will be addressed within a multicultural framework. Analyzes implications of both the global perspective and pluralistic nature of American society. Prerequisite(s): No prereq.

EDUC 651 - Supervised Teaching in the Elementary School

Credits: 3

Engages in the professional role of elementary educator, with qualified supervision, in an appropriate program placement. Enrollment only by permission of director of Field Experiences in Education.

EDUC 652 - Supervised Teaching in the Secondary School

Credits: 3

Engages in the professional role of secondary educator, with qualified supervision, in an appropriate program placement. Enrollment only by permission of director of Field Experiences in Education.

EDUC 671 - Integrating Seminar in Secondary Education

Credits: 3

A culminating, research-oriented seminar which integrates professional knowledge, professional skills and subject area knowledge. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prerequisite(s): completion of 24 hours in the MS secondary education program, including EDUC 631.

EDUC 674 - Integrating Research Seminar in Elementary Education

Credits: 3

A culminating, research-oriented seminar that integrates professional knowledge and professional skills. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prerequisite(s): completion of 24 hours in the MS elementary education program, including EDUC 631.

EDUC 681 - Foundations of Principalsip

Credits: 3

Explores Indiana Professional Standards Board standards for building level administrators. Examines issues of day-to-day planning. Analyzes the formation, development, nurturance, and celebration of school and community partnerships. Reviews strategies and outcomes of school marketing. (Social Foundations Course)

EDUC 682 - Issues in Educational Leadership

Credits: 3

The course integrates a study of current topics with legal, philosophical, and ethical considerations in a pluralistic society. (Social Foundations Course)

EDUC 683 - Leadership in the Principalsip

Credits: 3

The course focuses on theory and practice in school improvement, school culture, conflict management, and stakeholder communication. Examines employee relations and hiring. Reviews effective use of technology. Applies basic principles in data collection and analysis. (Advanced Instruction Course)

EDUC 684 - Legal Aspects of School Administration

Credits: 3

Examines court decisions and case law affecting building-level administrators in the areas of students' rights, disability rights, personnel, due process, privacy, and legal and contractual obligations. Relates government regulation and policy formation. Reviews ethical concerns in relation to the spirit of the law. (Advanced Instruction Course)

EDUC 685 - Curriculum and Learning for Educational Leaders

Credits: 3

Identifies common themes in curricular development that apply across all levels. Examines curriculum and learning in relation to student achievement, school improvement, and educational leadership. (Curriculum Theory Course)

EDUC 686 - Management of Human Resources in the Principalsip

Credits: 3

The course is designed to present leadership and administrative knowledge, skills, and strategies in relation to improving the operation of schools in a pluralistic society. A major focus of the course is to investigate aspects of leadership as applied to the management of human resources in the school setting. (Human Development Course)

EDUC 688 - Internship for School Leaders

Credits: 3

Provides practical experience in the day-to-day activities of the building-level administrator. Intended as a synthesizing capstone for all prior educational leadership course work and field experiences.

EDUC 689 - Special Topics in Educational Leadership

Credits: 3

Examines topics germane to educational leadership but not included in the regular graduate course offerings. Topics will vary with offering and course may be repeated up to six hour maximum.

EDUC 690 - Special Topics in Education

Credits: 1-3

Study of a contemporary topic or innovative development in education. Prerequisite(s): No prereq.

EDUC 699 - Supervised Research

Credits: 1-3

Advanced research in a specific area of education. Topics arranged to meet the needs and interests of the student, subject to availability of graduate faculty to supervise the research. Prerequisite(s): No prereq. Repeatability: Repeatable for maximum of six credit hours.

ENGR 101 - Engineering Orientation

Credits: 1

Presentation and discussion of current professional engineering topics by faculty and guest lecturers. Student club meetings also are held during this class period. Required of all new full-time engineering, advanced manufacturing and industrial students. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (1-0)

ENGR 103 - Principles of Problem Solving

Credits: 3

Problem solving method in geometry, trigonometry, force vectors, energy, equation of linear, exponential, and power data, unit conversions, laboratory and report. Prerequisite(s): MATH 118 or MATH 111 (may be taken concurrently). Co-Requisite(s) (must be taken at same time as): MATH 118 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Two hours lecture, two hours recitation/lab.

ENGR 104 - Applied Problem Solving

Credits: 3

Problem solving using computers, flowcharts, and computer programming. Prerequisite(s): ENGR 103, grade of C or better. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Two hours lecture, two hours lab.

ENGR 107 - Introduction to Engineering

Credits: 3

This course introduces students to a systematic, engineering problem-solving method. Problems have been selected to preview many of the engineering courses that the students will take as sophomores, including statics and electrical circuits. A large portion of this course is dedicated to formulating problems for computer solutions using methods such as flowcharting that can be applied to any programming language. Additionally, students learn computer programming using VISUAL BASIC and MATLAB. Prerequisite(s): MATH 230 (may be taken concurrently), or consent of instructor. Co-Requisite(s) (must be taken at same time as): MATH 230 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (0-6)

ENGR 108 - Introduction to Design

Credits: 3

In this course students will learn engineering design, design process, reverse engineering, and management design projects. This is achieved by multi-week, team-oriented, hands-on design projects in the areas of civil, electrical, industrial and mechanical engineering. Simultaneously, the students learn engineering graphics and computer-aided drafting (CAD), and develop skills in engineering communications, including technical writing and oral presentations. Students also will document and defend their projects. Prerequisite(s): ENGR 107 minimum grade of C. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (0-6)

ENGR 202 - Introductory Engineering Methods and Applications

Credits: 3

This course introduces students to topics in engineering. Students will be exposed to engineering methods, application, design and analysis through projects. These projects are selected to introduce students to underlying scientific principles typically used in engineering. Projects will encourage students to explore connections between science and mathematics. Prerequisite(s): MATH 203 or MATH 111

ENGR 221 - Surveying

Credits: 3

Care and use of tapes, level, transit, electronic distance measuring equipment and data collector; differential leveling, traversing, closure and area computations, reduction and plotting of field notes of topographic surveys. Prerequisite(s): ENGR 107 and MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 225 - Thermodynamics

Credits: 3

Introduction and application to the laws of thermodynamics; analysis of closed and open systems; introduction to heat transfer, carnot principle, engine power plants, and refrigeration applications. Prerequisite(s): PHYS 205. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 235 - Statics

Credits: 3

Fundamentals of engineering mechanics including forces acting on bodies at rest as they apply to equilibrium of coplanar force systems, analysis of frames and trusses, non-coplanar force systems, friction, centroids, and moments of inertia. Emphasis is placed on drawing a free-body diagram, determining the equilibrium equations, and developing a logical scheme for complete analysis of an engineering statics problem. Prerequisite(s): PHYS 205 and MATH 235. Co-Requisite(s) (must be taken at same time as): MATH 235 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 241 - Digital Logic

Credits: 3

This course teaches the basics of digital logic by using computer simulations and circuit construction in laboratory experiments. Binary, octal, and hexadecimal number systems are investigated, and basic logic gates (AND, OR, NAND, NOR, and INVERTER) are discussed. Flip-flops, multiplexers, and various memory devices and their uses in logic circuitry are studied. Prerequisite(s): MATH 111, MATH 118, MATH 215, or MATH 230 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 255 - Electric Circuits

Credits: 4

Introduction to electric circuit theory and analysis for engineering majors. Topics covered include D.C. Circuits, A.C. Circuits, mesh and nodal analysis, Norton's and Thevenin's equivalent circuits, source conversions, impedance calculations, maximum power transfer, phasor and sinusoidal steady state responses. Prerequisite(s): PHYS 206. Co-Requisite(s) (must be taken at same time as): PHYS 206 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

ENGR 275 - Dynamics**Credits: 3**

Kinematics and kinetics of particles and rigid bodies using vector analysis. Topics include: force, mass, acceleration, work and energy, impulse, and momentum. Prerequisite(s): ENGR 235 and MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 290 - High Altitude Ballooning**Credits: 1**

Participation in an end-to-end engineering project as part of a team to prepare, launch, track, and recover a high-altitude helium-filled weather balloon which will carry a number of devices and experiments. Each student will be expected to contribute to at least one device or experiment, and to participate in other aspects of the pre-flight and post-flight experience. Oral presentations will be required pre-flight and post-flight. Prerequisite(s): Consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (1-1)

ENGR 298 - Service Learning – Leadership & Mentoring in Engineering**Credits: 1**

This course will allow the engineering student to work with high school students in project Lead the Way. Concepts involved will be team leadership, teaching and mentoring. A report of activities will be required at the end of the semester. Prerequisite(s): Junior or senior standing in engineering.

ENGR 299 - Co-op Experience**Credits: 1**

Approved investigation undertaken coincident with the co-op assignment. Evaluation based on a formal report submitted by the student. Prerequisite(s): Sophomore standing and consent of department chair.

ENGR 305 - Engineering Statistics**Credits: 3**

Calculus-based examination of descriptive and inferential statistics. Topics covered include population and sample data analysis, discrete random variables, continuous random variables, frequency distributions, probability, hypothesis testing, analysis of variance, regression, and correlation. Computer applications for problem solution are required. Prerequisite(s): ENGR 107 and MATH 335. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 311 - Operations Research**Credits: 3**

This course will include linear programming, model formulation, the simplex method, duality, sensitivity analysis and transportation/assignment model application. Other topics of study will be integer programming and the branch-and-bound method, which will lead to dynamic (recursive) programming. The course will conclude with network modeling, and decision analysis under uncertainty and risk. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 315 - Process Improvement**Credits: 3**

This course will include operations analysis, manual, cognitive, workplace, equipment, tool and environment design, methods of time study, performance ratings, and standards development will be included. The course will also cover safety, ergonomics, and safety management. Prerequisite(s): Junior standing in Engineering. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 321 - Soil Mechanics**Credits: 3**

Physical and index properties of soil, soil classification, soil-water interaction, stresses, settlement, and shear strength will be studied. Laboratory experiments will include Atterberg Limits, grain size analysis, shear strength, consolidation, and Proctor tests. Prerequisite(s): ENGR 355. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 323 - Transportation Engineering**Credits: 3**

Introduction to transportation and the planning of transportation systems. Highway and airfield design criteria. Operational characteristics of transportation systems. Prerequisite(s): ENGR 222 and ENGR 321. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 324 - Construction Materials and Estimating**Credits: 4**

A study of aggregates, concrete, steel, wood, and asphaltic materials, including concrete mix design. Additional subject matter

covered will be characteristics, capabilities, and operating costs of equipment; estimation of construction costs; field inspection practices and responsibilities. Prerequisite(s): ENGR 107 and junior standing in Engineering. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

ENGR 325 - Structural Analysis

Credits: 4

Classification of structures, loads, reactions, shear and moment diagrams, trusses, framed structures, influence lines, moving loads, deflections, and analysis of statically indeterminate structures, including moment distribution. Prerequisite(s): ENGR 355.

ENGR 335 - Engineering Economics

Credits: 3

This course is designed to provide information on the scope and application of various numerical techniques and evaluation criteria for making economic decisions. Interest rates, cash flows, depreciation, and tax implications will be covered. Methods such as present worth, annual worth, future worth, and rate-of-return will be used to make comparisons between alternatives. Prerequisite(s): Sophomore standing and either MATH 215 or MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 343 - Electronics

Credits: 3

This course introduces the three basic discrete devices: the diode (both pn and zener), the bipolar junction transistor, and the field effect transistor. Device modeling, biasing techniques, frequency response, h parameters and amplifier design are discussed. Prerequisite(s): ENGR 255. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 344 - Integrated Circuits

Credits: 3

This course addresses integrated circuits such as operational amplifiers, 555 timers, silicon-controlled rectifiers and associated triggering devices, and their uses in electronic circuits. Emphasis is placed on circuit construction and communication skills by the use of class projects and associated technical reports and oral presentations. Prerequisite(s): ENGR 343. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 345 - Advanced Electrical Circuits

Credits: 3

Advanced electrical circuits elective course for engineering majors. Topics covered include polyphase circuits, complex frequency and Laplace Transform, s-domain circuit analysis, series and parallel resonance, and Fourier frequency analysis. Course stresses network theorems, solution of time and frequency-domain problems. Course coverage includes transient analysis by classical and transform methods as well as basic concepts of steady state AC circuit analysis. Prerequisite(s): ENGR 255 and MATH 235. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 347 - Microcomputer Engineering

Credits: 3

An introduction to the concepts of microcomputers and microcontrollers including system architecture, addressing modes, assembly language programming, fixed point arithmetic, data structures and stacks, subroutines, high-level compilers, and integrated development environments. Prerequisite(s): ENGR 241. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 349 - Electrical Machines

Credits: 3

D.C. motors and generators, induction and synchronous motors, and generators for single-phase and three-phase systems are studied; course emphasis is on common applications, principles of operation, and performance characteristics. Prerequisite(s): ENGR 345 (may be taken concurrently). Co-Requisite(s) (must be taken at same time as): ENGR 345 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 355 - Strength of Materials

Credits: 4

A study of stress-strain relationship for axial, torsion, shearing, and bending loads; deflection of beams; connections; combined loadings; statically indeterminate members; and plane stress. The laboratory experience will include material testing to determine physical and mechanical properties that will reinforce the principles studied. Prerequisite(s): ENGR 235. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

ENGR 362 - Manufacturing

Credits: 3

An introduction to the design and implementation of contemporary manufacturing systems. Single and multiple station, manual, mixed mode, automated, and flexible manufacturing systems are covered. Numerical analysis of these systems to determine production rates, product cost, defect rates, and efficiency will be performed. In the laboratory students will learn to program and operate various types of production hardware including robots and CNC machines. Prerequisite(s): ENGR 107 and junior standing in engineering. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Two hours lecture, two hours lab.

ENGR 363 - Vibrations

Credits: 3

An introduction to vibration theory, including the modeling and analysis of oscillatory phenomena found in linear discrete and continuous mechanical systems. This course will introduce noise and vibration control as an application of vibrations theory. A hands-on laboratory will greatly enhance the learning experience and bridge the gap between theory and practice. Prerequisite(s): ENGR 275 and MATH 366. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Two hours lecture, three hours lab.

ENGR 364 - Materials Science

Credits: 3

The design and analysis of mechanical systems considering theories of static failure, fatigue, impact loading, and fracture mechanics; with a special emphasis placed on material selection. Prerequisite(s): ENGR 355. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

ENGR 365 - Modeling Dynamic Systems

Credits: 3

Introduction to unified approach to lumped-element modeling and analysis of mechanical, electrical, hydraulic, and mechatronic systems. Topics include graphical modeling using band graphs; formulation of state-space equations; analysis of linear systems; determination of time and frequency domain response of such systems to transient and periodic inputs, block diagram representation of dynamic system using Laplace Transforms; and integration into feedback control systems. Prerequisite(s): ENGR 255, ENGR 275, and MATH 366. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

ENGR 366 - Dynamics of Machinery

Credits: 3

The synthesis and analysis of mechanical linkages and cams. Prerequisite(s): ENGR 275. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

ENGR 373 - Optics

Credits: 3

An introductory course in optics covering wave propagation, interaction of electromagnetic radiation with matter, geometrical optics, polarization, interference, and diffraction. Supplementary topics from modern optics such as lasers, detectors, fiber optics, optical communications, imaging, and storage also included. Prerequisite(s): PHYS 206 and MATH 366, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 375 - Fluid Mechanics

Credits: 3

Fundamentals of fluid mechanics including application of Bernoulli's equation for incompressible flow, hydrostatic forces on gates, dynamics of fluid flow, friction loss and drag, sizing of pipes and pumps, and turbo machinery. The laboratory portion requires students to design experiments to evaluate specific fluid principles and concepts with subsequent completion to reinforce the understanding of the material. Prerequisite(s): ENGR 235. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 382 - SCADA Systems Design

Credits: 3

This course covers the analysis and design of modern industrial control systems. Continuous control concepts such as loop stability and error minimization are examined through the study of proportional, integral, derivative, and advanced control algorithms and process loop tuning methods. Discrete control concepts are explored through the application of programmable logic controller situations. PC-based data acquisition and instrumentation systems also are developed. Prerequisite(s): Junior standing in engineering or a related discipline. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 390 - Special Design Projects

Credits: 3

An independent study course requiring the student to complete an assigned design project under the guidance of a faculty member. The project will require application of various analytical methods and the use of computer models or laboratory facilities. A written report is required upon completion of the design project. Prerequisite(s): Junior standing and consent of instructor and department chair.

ENGR 411 - Simulation Modeling and Analysis

Credits: 3

This course is designed to introduce the fundamentals of simulation and systems modeling. During the course, the student will gain experience in formulating an appropriate simulation model for a system, implementing the model as a computer program, and evaluating the output of the model. Topics covered include Monte Carlo techniques, sampling from and identifying stochastic distributions, methods of estimating performance measures from simulation outputs, practical applications, and procedures for validating and verifying simulation models. Special purpose simulation languages such as Arena and SIMAN will be utilized. Systems models will also be constructed using Microsoft Excel software. Prerequisite(s): Junior standing in engineering and ENGR 305. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 412 - Production and Inventory Control Systems

Credits: 3

This is an introductory course in the area of production and inventory control systems. Topics to be covered include a general introduction to inventory management and production planning decisions, economic order quantities, heuristics and models for probabilistic and time-varying demand patterns, coordinated replenishment systems, aggregate planning and supply chain. The principles of lean, Six-Sigma, Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP) will also be discussed. Prerequisite(s): Junior Standing in Engineering and ENGR 305. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 414 - Process and Facility Design**Credits: 3**

This course develops an understanding of key strategic issues on facility design (e.g., product flow and waste elimination). Emphasis is on designing lean industrial facilities through the design of value-added manufacturing/assembly, material handling, and storage operations and the implementation of effective manufacturing support systems. Two other topics to be covered are plant layout and facility location. Special attention is given to the plant layout topic as it is critical to ensure continuous product flow. Case studies and practical examples are used to illustrate the application of the theoretical concepts taught in class. Prerequisite(s): ENGR 305. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 417 - Project Management**Credits: 3**

This course provides students with a broad overview of the techniques of project management from an engineering perspective. Topics will include a structured approach to project management, project life cycle, project selection and evaluation, organizational concepts in project management, project planning, conflict and negotiation, budgeting and cost estimation, scheduling, resource allocation, monitoring, project control and project termination. The objective is to gain insight into organizational issues and learn quantitative methods that are necessary for successful project management. The course has a strong emphasis on team work and student project presentations. Special purpose software such as Microsoft Project will be utilized. Prerequisite(s): ENGR 335 and junior standing. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 419 - Transportation and Logistics**Credits: 3**

This course provides an overview of key concepts in supply chain management directly related to transportation and logistics. Emphasis is on the strategic importance of creating value in those areas (i.e., transportation and logistics) through the systematic study of theoretical principles in transportation management, distribution, and warehousing. The adoption of best practices including the use of third-party logistics providers (3PL) is also covered. The role of information technology to enable improvements in transportation and warehousing is reviewed. Case studies and practical examples are extensively used to illustrate how to address operational issues in transportation, distribution, and warehousing to effectively increase supply chain responsiveness and performance and improve customer satisfaction. Prerequisite(s): ENGR 305. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 422 - Reinforced Concrete Design**Credits: 4**

Design of reinforced concrete structures for bending, shear and diagonal tension, axial load and bending, development lengths and splices, including retaining walls and reinforced concrete foundations. Prerequisite(s): ENGR 325.

ENGR 426 - Steel Design**Credits: 4**

Design of steel structures for tension members, beams and columns, bolted and welded connections, including plate girders using the latest LRFD specifications. Prerequisite(s): ENGR 325.

ENGR 427 - Geotechnical Engineering Design**Credits: 3**

Topics that will be studied include bearing capacity, isolated and combined footing design, lateral earth pressure, retaining wall design, pile and pier design, slope stability, and design of foundations for seismicity. Professional and ethical responsibility and legal ramifications of design problems also will be considered. Prerequisite(s): ENGR 321 and ENGR 422. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 428 - Environmental Engineering**Credits: 4**

Study of environmental systems, water/air/soil resources, environmental legislation, and design of pollution control equipment. Topics include legislation review, water chemistry, water treatment, wastewater treatment, air pollution abatement, solid waste management, and hazardous waste treatment. Prerequisite(s): ENGR 375 and CHEM 261. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

ENGR 429 - Water Resources**Credits: 4**

Study of the hydrologic cycle. Topics include precipitation analysis, infiltration analysis, groundwater flow, unit hydrograph

development, hydrologic probabilities, and flow measurement. This course will consider both design of water use and water excess management facilities. Prerequisite(s): ENGR 375. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

ENGR 436 - Intermediate Statistics and Quality

Credits: 3

This course will include topics such as multiple regression, regressor significance tests, variable selection methods model adequacy and complications caused by multicollinearity. Additional topics will be Analysis of Variance (ANOVA), statistical quality control, and nonparametric statistical methods. Prerequisite(s): ENGR 305. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Cross-Listed: Co-listed as Math 436.

ENGR 443 - Linear Control Systems

Credits: 3

A study of the fundamental concepts of linear automated control of physical systems. The course includes the following areas of study: mathematical modeling, block diagrams, frequency response analysis, root-locus analysis, time-domain analysis, stability analysis, compensation techniques, controller design, and interface transducers. Prerequisite(s): ENGR 345. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 445 - Signals and Systems

Credits: 3

Classification, analysis, and design of systems in both the time- and frequency-domains. Continuous-time linear systems: Fourier Series, Fourier Transform, bilateral Laplace Transform. Discrete-time linear systems: difference equations, Discrete-Time Fourier Transform, bilateral z-Transform. Sampling, quantization, and discrete-time processing of continuous-time signals. Prerequisite(s): ENGR 255. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 447 - Embedded Systems Design

Credits: 3

This course involves the design of firmware and hardware for microprocessor-based systems, including analog and digital interfaces, system architecture, memory system design, IO structure and handshaking protocols, interrupts, timers, parallel and serial subsystems, and analog-to-digital conversion. Prerequisite(s): ENGR 347. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 448 - Software Engineering

Credits: 3

An introduction to software engineering principles, with emphasis on the methods, processes, tools, and metrics needed to develop quality software products and systems. Prerequisite(s): Junior standing. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 449 - Electrical Power

Credits: 3

Fundamental concepts of power system analysis, transmission line parameters, basic system models, steady state performance, network calculations, power flow solutions, fault studies, symmetrical components, operating strategies and control. Industry standard software, like ETAP, will be used in the course. Prerequisite(s): ENGR 349. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

ENGR 463 - Heat Transfer

Credits: 3

An investigation into heat transfer and the formulation of the fundamental principles and laws that govern conduction, convection, and radiation for both steady state and transient conditions with their application in the analysis and design of actual processes and heat exchanges. Prerequisite(s): MATH 366, ENGR 225, and ENGR 375. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

ENGR 465 - Fluid/Thermal Design

Credits: 3

Application of the fundamental principles of heat transfer and fluid flow in the engineering analysis and design of fluid thermal systems (piping layouts, air conditioners, heat exchangers, power plants, solar and wind power, compressors, etc.). Prerequisite(s): ENGR 463. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Two hours lecture, three hours lab.

ENGR 466 - Machine Design

Credits: 3

Engineering design and analysis of fundamental mechanical machine elements; including fasteners, gears, bearings, brakes, shafts, couplings, and flywheels. Synthesis of a machine containing two or more fundamental components. Prerequisite(s): ENGR 364 and ENGR 366 (may be taken concurrently). Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Two hours lecture, two hours recitation.

ENGR 471 - Engineering Design and Analysis

Credits: 3

Application of the professional method to the formulation and design solution for real-world, industry-type problems. Student teams will utilize their knowledge of engineering principles as well as social and economic issues to develop, analyze, and evaluate proposed designs using experimental, computer, and numerical techniques. Prerequisite(s): Senior standing in engineering and consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 473 - Introduction to Control Systems

Credits: 3

An introduction to the fundamentals of feedback control system design and analysis with emphasis given to frequency domain methods. Modeling, transfer functions, block diagrams, stability, and system specification will be reviewed. The Bode Ideal Cutoff design method will be thoroughly examined and compared to other techniques including root locus and PID control. Includes computer simulations using MATLAB. Prerequisite(s): ENGR 345 or ENGR 365 or ENGR 445, and MATH 366.

ENGR 482 - Engineering Organization and Management

Credits: 3

An examination of the fundamental concepts of management in engineering organizations with emphasis on the relationships among types of engineering work, type of organizational structures, and managerial responsibilities. Includes study of motivation, time management, oral and written communications, engineering ethics, and lifelong learning. Prerequisite(s): Junior standing. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

ENGR 491 - Senior Design

Credits: 3

A course which provides an opportunity for synthesis of technical, professional, and general knowledge for engineering students. Design problems provided by industrial sponsors are studied by small teams of students to develop solutions using engineering design, while considering realistic constraints such as economic factors, safety, reliability, aesthetics, ethics, and social impact. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): Second semester seniors only.

ENGR 499 - Independent Study/Research

Credits: 1-3

Independent study or research into selected Engineering topics conducted under the guidance of faculty mentors. Prerequisite(s): Consent of instructor and department chair.

ENG 100 - Introduction to Rhetoric and Composition

Credits: 3

A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention also is given to strategies for revising and editing writing. Course credits will apply as electives toward graduation. Prerequisite(s): GENS 098 or appropriate placement, based on high school GPA and standardized test scores (SAT or ACT). Basic keyboarding skills required. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ENG 101 - Rhetoric and Composition I: Literacy and the Self

Credits: 3

A course in the critical arts of reading, writing, reflection, and discussion, with an introduction to rhetoric and informal logic. Meets The University Core Curriculum A1: Composition/Speech category. Prerequisite(s): ENG 100 or appropriate placement based on SAT Critical Reading and Writing Scores (or ACT equivalents), high school rank percentile, and English Department placement essay. Basic keyboarding skills required. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1240.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ENG 103 - Fundamentals of Creative Writing

Credits: 1

This course, designed specifically for incoming freshmen with creative writing scholarships, teaches the fundamentals of poetry and fiction writing. Students will read and write fiction and poetry. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ENG 105 - Introduction to Literature

Credits: 3

An introduction to literature emphasizing the ability to read critically. Topics vary. Meets The University Core Curriculum B2: The Arts category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1270.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ENG 201 - Rhetoric and Composition II: Literacy and the World

Credits: 3

A second course in the critical arts of reading, writing, reflection, and discussion emphasizing the responsibilities of written inquiry and structured reasoning. Meets The University Core Curriculum A1: Composition/Speech category. Prerequisite(s): ENG 101 or approved equivalent. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1241.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ENG 205 - Introduction to English Studies and Ways of Reading

Credits: 3

ENG 205 introduces students to the major literary genres (lyric poetry, drama, and prose fiction), to significant theoretical orientations (such as formalism, reader-response, Marxism, and feminism) that establish particular ways of reading any text, and to the range of disciplines included within the study of English (including linguistics, rhetoric, writing, and the teaching of English). This course is intended to help students become more critical and informed readers, more comfortable with the terminology used across the broad spectrum of English courses, and more able to marshal technical information and apply theoretical concepts in their literary interpretations. Prerequisite(s): ENG 201 or equivalent. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ENG 210 - Technical Writing

Credits: 3

The fundamentals of technical communication with emphasis on clear, precise, and orderly exposition. Prerequisite(s): ENG 101. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1242.*

ENG 222 - Concepts of Good and Evil in Literature

Credits: 3

A study of literary works from different countries and eras that reflect on the causes, nature, and consequences of good and evil. Special focus on development of ethical principles and decision-making. Meets The University Core Curriculum B1: Ethics category. Prerequisite(s): ENG 101. Meets IN Statewide Core.

ENG 231 - African American Literature

Credits: 3

A course which examines the African American literary tradition, covering representative works from the African pre-colonial and modern periods, nineteenth century America, the Harlem Renaissance, to the present. Included are works by African and African American authors from the oral and written traditions of poetry, prose, and drama. Meets The University Core Curriculum C5: Global Communities category. Meets IN Statewide Core.

ENG 255 - Introduction to British Literary History

Credits: 3

This course examines the historical development of British literature, from the Anglo-Saxon invasions that catalyzed the birth of a British national identity and brought Beowulf into the literature of England, through the contentious development of this national identity into a global power, to Britain's 20th century post-colonial status. By concentrating on representative or "canonical" works as well as those conventionally underrepresented, the course will provide students with the background necessary to understand British literary works in their social, political, and cultural contexts. Meets The University Core Curriculum B2: The Arts category. Prerequisite(s): ENG 101 or equivalent. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ENG 265 - Introduction to American Literary History

Credits: 3

ENG 265 provides an overview of the main currents in the development of American literature, from its beginnings in pre-colonial times through its reliance on and then struggle against British and European themes and forms, to its 20th-century development into the many voices of an uneasily multi-ethnic world power. By historically situating representative works from within the canon as well as from voices traditionally excluded or under-represented, the course will provide students with the background necessary to understand literature as the product of and often as challenging this background. Meets The University Core Curriculum B2: The Arts category. Prerequisite(s): ENG 101 or equivalent. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ENG 285 - Introduction to Film

Credits: 3

An introductory examination of motion pictures as an art form. Students attend a series of selected films and discuss and evaluate them with respect to theme and technique. Critical principles are examined, and basic dramatic, literary, and photographic principles of cinema are investigated. Meets The University Core Curriculum B2: The Arts category. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ENG 286 - Classical Mythology

Credits: 3

A study of the mythologies of the Near Eastern, Cretan, Greek, Roman, and Northern European civilizations. Meets The University Core Curriculum B2: The Arts category. Prerequisite(s): ENG 201. Meets IN Statewide Core.

ENG 288 - Women in Literature Through the 18th Century

Credits: 3

A study of representations of women in literature written by men and women. For the most part this course falls into these periods: Hebrew, Classical Greek, Roman, Medieval, Renaissance, Seventeenth and Eighteenth Centuries. The course provides historical background for studying contemporary women's literature, theory, and issues.

ENG 299 - Special topics of Literature

Credits: 3

Selected works grouped together because they all deal with the same type (e.g., Science Fiction, Satire) author(s) (Hemingway and Fitzgerald, Virginia Woolf), or concept (Alienation in Literature, Psychology and Literature). Each time this course is offered the particular topic is announced in the class schedule. A student may take this course only once for credit as part of the English requirements, a student may take the course more than once for elective hours toward University requirements.

ENG 301 - Advanced Composition

Credits: 3

A flexible course in advanced composition emphasizing the analysis of various rhetorical situations and the cultivation of prose styles appropriate to these situations. Prerequisite(s): ENG 201 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ENG 302 - Creative Writing

Credits: 3

Inquiry into the creative process. Students will write poems, short fiction, and dramatic scenes with critical analysis and discussion by the instructor and class. Meets The University Core Curriculum B2: The Arts category. Prerequisite(s): ENG 201 or consent of instructor. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

ENG 303 - Poetry Workshop

Credits: 3

An intense study of poetry in which students examine poems of others and address in their own poems; issues of character, personality, image, nuance, tone, setting; and concision. Use only once in ENG majors/minors; for graduation, may be taken three times. Prerequisite(s): ENG 302. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1271.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ENG 304 - Fiction Workshop

Credits: 3

An intense study of fiction in which students examine fiction of others and write fiction of their own. Use only once in ENG majors/minors; for graduation, may be taken three times. Prerequisite(s): ENG 302. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ENG 305 - Creative Non-Fiction Workshop

Credits: 3

A course in which students will hone critical skills and polish their prose in the literary essay. Use only once in ENG majors/minors; for graduation, may be taken three times. Prerequisite(s): ENG 302. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ENG 307 - Screenwriting Workshop

Credits: 3

An intense study of screenwriting in which students examine screenplays of others and write a full-length screenplay of their own. Use only once in ENG majors/minors; for graduation, may be taken three times. Prerequisite(s): ENG 302.

ENG 310 - Writing in the Secondary Schools

Credits: 3

A course for prospective secondary school teachers on issues related to teaching writing in grades 5-12, including writing as a process, assigning and evaluating student writing, portfolio assessment, and research as writing to learn. Students also will practice writing in a variety of modes. Required for Teacher Certification in English. Prerequisite(s): ENG 301 or consent of instructor.

ENG 313 - Introduction to Linguistics

Credits: 3

An introduction to the discipline of linguistics, with particular attention to the following fields: historical linguistics, comparative linguistics, descriptive linguistics, semantics, applied linguistics (with special reference to education), sociolinguistics, psycholinguistics, and assorted grammatical studies. Prerequisite(s): ENG 201 or permission of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1260.*

ENG 314 - Survey of English Grammars

Credits: 3

Survey of the tradition of English grammatical study, including scholarly and pedagogical grammars, from the eighteenth century to the present. Prerequisite(s): ENG 201 or consent of instructor.

ENG 316 - Critical and Investigative Writing

Credits: 3

A course aimed at developing critical thinking and investigative skill—the latter involving greater sophistication not only in secondary research but also in primary research (e.g., questionnaires, interviews, etc.). These skills are applicable whether the

writing is for government agencies, non-profit organizations, research foundations, business, industry, or education.
Prerequisite(s): ENG 201.

ENG 319 - Fundamentals of Grant Writing

Credits: 3

This course studies the grant-writing process from the basic principles of grant seeker eligibility and donor research, proposal guidelines, required submission components, and follow-up procedures. The course will include the design and completion of an individual grant proposal as well as a narrowly-focused, collaborative mock proposal stressing the ability to submit a grant proposal to a private foundation, corporation, or government institution. Prerequisite(s): ENG 201.

ENG 322 - The Short Story

Credits: 3

A chronological investigation of the development of the short story, emphasizing the short story in English but considering European, Asian, and Latin American traditions as well. Prerequisite(s): ENG 201 and sophomore standing.

ENG 330 - Ethnic Literature in America

Credits: 3

A survey of significant minority contributions to literature, particularly Black-American, but including Native-American, Asian-American, and Mexican-American. Meets The University Core Curriculum B2: The Arts and C2: Individual Development/Social Behavior categories. Prerequisite(s): 62 credit hours or consent of instructor. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ENG 361 - Playwriting

Credits: 3

An intense study of dramaturgy in which students will write dramas of their own. Prerequisite(s): ENG 302 and THTR 102.
Cross-Listed: Cross-listed with THTR 361.

ENG 371 - Non-Western World Literature

Credits: 3

Readings in the literature and literary theory of the non-Western World. This course engages in detailed analysis of key texts written in English or English translation. Readings may be selected from the literatures of Asia, Africa, the Caribbean, and the Middle East. Prerequisite(s): ENG 201 and Sophomore standing

ENG 372 - Western World Literature

Credits: 3

Readings in the literature and literary theory of the Western World, excluding Great Britain and the United States. This course engages in detailed analysis of key texts in English translation. Readings may be selected from the literatures of the European Continent, Western Hemisphere, and Post-colonial contexts. Prerequisite(s): ENG 201 and Sophomore standing
Cross-Listed: Cross-listed with INST 372

ENG 375 - Modern Canadian Literature

Credits: 3

A study of major trends and authors in modern Canadian prose fiction from about 1930 to the present, with some consideration of cultural backgrounds. Prerequisite(s): ENG 201 and junior standing.

ENG 381 - Medieval World Literature

Credits: 3

An introduction to Medieval World Literature in translation, including works from Europe, the Middle East, and Asia from the sixth century CE to 1400 CE. Students will read major works by Boethius, Dante, Christine de Pizan, Petrarch, Abelard and Heloise, Chretien de Troyes, Farid Ud-Din Attar, Kenko, Sei Shonagon, and Ou-Yang Hsui, as well as anonymous Irish and Anglo-Saxon texts. Prerequisite(s): ENG 201.

ENG 382 - Literature of the Bible

Credits: 3

Literary study of selected writings of the Hebrew Bible, the Apocrypha, and the New Testament, in English translation. Meets The University Core Curriculum B2: The Arts category. Prerequisite(s): sophomore standing or consent of instructor. Meets IN Statewide Core.

ENG 386 - World Mythology

Credits: 3

An examination of the major cultural mythologies from around the world for cross-cultural comparisons and contrasts. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): ENG 201 and sophomore standing. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ENG 387 - Women's Literature and Gender Issues: 19th- and 20th-Century Theory

Credits: 3

A study of significant 19th- and 20th-century works of literature and literary theory by or about women, with special emphasis on the implications of gender for art and culture. Prerequisite(s): ENG 201 or consent of instructor.

ENG 399 - Special Topics in Creative Writing: Techniques

Credits: 3

This course is a revolving-content course on the artful use of specific techniques in creative writing through reading, writing, and workshop. Students should have workshop (ENG 303, ENG 304, or ENG 305) experience in the genre being studied, or permission of the instructor. Prerequisite(s): ENG 302. Repeatability: This course is repeatable for up to nine credit hours in the Creative Writing emphasis.

ENG 402 - Advanced Creative Writing

Credits: 3

An advanced course designed for students committed to writing professional poetry, or fiction. Students will be admitted by consent of the instructor and will contract with the instructor to concentrate in one of the above areas. Prerequisite(s): ENG 302 and ENG 303 or ENG 304, or consent of instructor.

ENG 411 - Writing in the Digital Age

Credits: 3

A course in the kinds of writing made possible by computer-based composing with attention to the impact of technology and computers upon the writer's process and product. The course will cover word processing, document design, desktop publishing, hypertext, email, Internet information access, and multimedia presentation. Prerequisite(s): ENG 301.

ENG 412 - Writing for the Professions

Credits: 3

Study of practical ways to write the specialized documentation needed for today's industry, science, research, and technical management. Prerequisite(s): ENG 301.

ENG 413 - Theory in Rhetoric and Writing

Credits: 3

A course that examines the historical development of rhetoric and writing studies, paying special attention to current theory and pedagogy. Course includes reading in major movements from pre-process to post-process; modes of inquiry such as theoretical, historical, and empirical; and areas of special importance to today's teachers and scholars, including feminist rhetoric, culture studies, and social justice. Counts toward the directed elective requirement within the English teaching major and fulfills the directed elective/theory requirement within the Rhetoric and Writing Emphasis. Prerequisite(s): ENG 201 and junior standing.

ENG 414 - Intercultural Technical Writing

Credits: 3

Intercultural Technical Writing will provide students with the ability to discern and conceptualize the codes, conventions, and discourse structures of differing cultures, thus enabling students to both localize and internationalize technical and professional documents. This course emphasizes that recognizing and analyzing cultural diversity is essential for successful communication within the scientific, technical, and business fields. Prerequisite(s): ENG 201 and junior standing.

ENG 415 - History of Rhetoric

Credits: 3

An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of human beings and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own communication and to their evaluation of the communications of others. Prerequisite(s): ENG 201 and junior standing. Cross-Listed: Cross-listed with philosophy.

ENG 416 - Contemporary Issues in Rhetoric

Credits: 3

An intensive exploration of the 20th century's re-valuing of rhetoric as an interdisciplinary theory of language and meaning. This course complements ENG 415 - History of Rhetoric. Prerequisite(s): ENG 205 and junior standing.

ENG 417 - History of the English Language

Credits: 3

A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of Standard English and to the development and current state of dialects in the USA. Prerequisite(s): ENG 201 and junior standing.

ENG 419 - Advanced Grant Writing

Credits: 3

This course applies the fundamentals and theory of grant writing to a client-based project with non-profit or not-for-profit local organizations in a service-learning environment. Students will work with the client to locate sources of funding, prepare the grant

proposal, and submit the grant application to the appropriate agency. Classroom instruction will include rhetorical analysis of the grant-writing situation broadly allowing them to apply principles of effective grant writing to a specific client and grant situation. English 419 also emphasizes the effective management of collaborative writing and client-based projects. Prerequisite(s): ENG 319 or permission of instructor. Repeatability: This course is repeatable up to six hours for the Rhetoric and Writing emphasis.

ENG 424 - Chaucer

Credits: 3

A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales*, with attention to the language and times of Chaucer. Includes lecture and discussion. Prerequisite(s): 62 credit hours of credit or consent of instructor.

ENG 425 - Milton: Prose and Poetry

Credits: 3

John Milton's prose and poetry constitute essential parts of the English tradition in literature, politics, and religion. This course focuses on Milton's prose writings—e.g., *Areopagitica* and *The Tenure of Kings and Magistrates*—which have profoundly influenced both the English and American politics and on his lyric, epic, and dramatic poems, including close study of *Paradise Lost* and *Paradise Regained*. Prerequisite(s): ENG 201 and junior standing.

ENG 426 - The Literature of the Renaissance

Credits: 3

Non-Shakespearean drama, poetry, and prose of the Renaissance. Emphasis on major figures such as Spenser, Donne, and Milton. Prerequisite(s): Either ENG 255 and ENG 301 or consent of instructor.

ENG 427 - Neo-Classical and Eighteenth-Century Literature

Credits: 3

From Dryden to the pre-Romantics. Emphasizes poetry and changing social thought in England and America, with continental backgrounds. Prerequisite(s): ENG 201 and junior standing.

ENG 431 - Nineteenth-Century Literature

Credits: 3

The writing of the English Romantics and Victorians and of American writers of the period, studied against the background of nineteenth-century continental writers. Prerequisite(s): ENG 201 and junior standing.

ENG 432 - Twentieth-Century Poetry

Credits: 3

A study of representative twentieth-century poets. Prerequisite(s): ENG 201 and junior standing.

ENG 435 - The Novel to the Twentieth Century

Credits: 3

A study of prose fiction to 1900 including the origins of the novel in the seventeenth century, the Enlightenment and Romantic Era, and the great Victorian, American, European, and Russian writers of the nineteenth century in English or in English translation. Prerequisite(s): ENG 201 and junior standing.

ENG 436 - The Novel of the Twentieth Century

Credits: 3

A study of prose fiction after 1900, including the great Modernist writers of England and Europe along with great post-Modernist practitioners from throughout the world including Latin America, the Middle East, and Australia in English or in English translation. Prerequisite(s): ENG 201 and junior standing.

ENG 437 - Contemporary Fiction

Credits: 3

A study of prose fiction of the recent past by practitioners from throughout the world in English or English translation. Prerequisite(s): ENG 201 and junior standing.

ENG 442 - Literature of the Middle Ages

Credits: 3

This course covers a broad range of medieval literary forms including drama, romance, lyrics and ballads, letters, treatises, and devotional literatures of the Middle Ages. Prerequisite(s): ENG 201 and junior standing.

ENG 444 - Literature in the Secondary Schools

Credits: 3

A course on issues related to the teaching of literature in grades 5 through 12, including censorship, literary theory, adolescent literature, multicultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening. Prerequisite(s): ENG 301.

ENG 448 - Literary Criticism and Theory

Credits: 3

A study of literary criticism and aesthetic theory. Consists of a survey of literary theories, and an introduction to current critical approaches to literature. Prerequisite(s): ENG 201 and junior standing.

ENG 449 - Major Author

Credits: 3

An intensive study of the works of a major author in fiction, poetry, drama, or nonfiction. Course may be repeated for credit as long as the student has not previously studied the author in an ENG 449. Prerequisite(s): junior standing.

ENG 451 - Shakespeare's Histories and Tragedies

Credits: 3

An intensive study of selected histories and tragedies written by William Shakespeare. Prerequisite(s): ENG 201 and junior standing, or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ENG 453 - Shakespeare's Comedies and Romances

Credits: 3

An intensive study of selected comedies and romances by William Shakespeare. Prerequisite(s): ENG 201 and junior standing, or permission of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ENG 459 - Special Studies in English

Credits: 1-6

English studies in conjunction with special activities and events, such as seminars, conferences, field work, travel projects, and research. Semester hours of credit awarded for each offering will be determined by the instructor and the department chairperson. Prerequisite(s): consent of instructor. Repeatability: Repeatable for up to six hours with change of topics.

ENG 473 - History of Western Drama I

Credits: 3

Survey of representative plays from the Classics through the English Renaissance as a basis for theatrical production and dramatic criticism. Prerequisite(s): ENG 201 and junior standing, or consent of instructor. Cross-Listed: Cross-listed as THTR 473. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

ENG 474 - History of Western Drama II

Credits: 3

Survey of representative plays from the French Renaissance to the modern period as a basis for theatrical production and dramatic criticism. Prerequisite(s): ENG 201 and junior standing, or consent of instructor. Cross-Listed: Cross-listed as THTR 474. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

ENG 480 - Independent Study

Credits: 3

Individualized study under the direction of a faculty member, leading to the production of a substantial written product. May be used to meet a requirement for the English major or minor with prior approval of the department chairperson. Prerequisite(s): ENG 205 and junior standing. Repeatability: A maximum of six credit hours may be earned.

ENG 490 - Practicum: Tutoring and Individualized Instruction in English

Credits: 3

A course that enables a student to gain practical experience in teaching English on a one-to-one basis while staffing the University's Writing Workshop. Tuition waiver possible. Hours do not apply to University Core Curriculum or the English major. Students attend a weekly seminar of approximately one-and-one-half hours and tutor in the workshop. Prerequisite(s): consent of instructor.

ENG 491 - The Writer at Work

Credits: 3

An advanced seminar for students in the Writing Emphasis, the Writing Concentration, or the Creative Writing Concentration, involving all aspects of preparing a manuscript through actual publication. Students will complete a project demonstrating such professional competence. Prerequisite(s): senior standing and consent of instructor.

ENG 498 - Internship in English

Credits: 3

A course granting credit for work experiences complementing the English major. The course provides for a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, an on-site visit by a University representative, maintenance of a log or portfolio, and periodic interviews with a department faculty member. Open to juniors or seniors. Prerequisite(s): ENG 301 and consent of instructor. Grades assigned as Satisfactory or Unsatisfactory only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

ENG 499 - Seminar in Literature and Language

Credits: 3

An advanced topics course for majors, minors, and other qualified students. Prerequisite(s): 62 credit hours and consent of instructor. Repeatability: A maximum of six credit hours may be earned.

ENG 515 - History of Rhetoric

Credits: 3

An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of man and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. Prerequisite(s): No prereq.

ENG 516 - Contemporary Issues in Rhetoric

Credits: 3

An intensive exploration of the 20th century's re-valuing of rhetoric as an interdisciplinary theory of language and meaning.

ENG 517 - History of the English Language

Credits: 3

A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of standard English and to the development and current state of dialects in the U.S.A. Format will include lecture and discussion.

Prerequisite(s): No prereq.

ENG 524 - Chaucer

Credits: 3

A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales* and *Troilus and Criseyde*, with attention to the language and times of Chaucer. Format will include lecture and discussion. Prerequisite(s): No prereq.

ENG 527 - Neo-Classical and Eighteenth-Century Literature

Credits: 3

From Dryden to the pre-Romantics. Emphasizes poetry and changing social thought in England and America, with continental backgrounds.

ENG 532 - Twentieth Century Poetry

Credits: 3

A study of representative twentieth-century poets.

ENG 535 - The Novel to the Twentieth Century

Credits: 3

A study of prose fiction to 1900 including the origins of the novel in the seventeenth century, the Enlightenment and Romantic Era, and the great Victorian, American, European, and Russian writers of the nineteenth century in English or in English translation.

ENG 536 - The Novel of the Twentieth Century

Credits: 3

A study of prose fiction after 1900, including the great Modernist writers of England and Europe along with great post-Modernist practitioners from throughout the world including Latin America, the Middle East, and Australia in English or in English translation.

ENG 537 - Contemporary Fiction

Credits: 3

A study of prose fiction of the recent past by practitioners from throughout the world either in English or in English translation.

ENG 542 - Literature of the Middle Ages

Credits: 3

This course covers a broad range of medieval literary forms including lyrics, romance, ballads, drama, letters, treatises, and devotional literatures of the Middle Ages.

ENG 544 - Literature in the Secondary Schools

Credits: 3

A course designed for graduate students who are seeking additional study on the issues related to the teaching of literature in grades 5–12, including censorship, literary literature, multicultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening.

ENG 548 - Literary Criticism and Theory

Credits: 3

A study of literary criticism and theory, both classic texts and contemporary trends. Readings from Plato to poststructuralism.

Examination of traditional approaches such as psychological, Marxist, formal, as well as such diverse contemporary approaches as feminist criticism, structuralism, and reader-response criticism. Prerequisite(s): No prereq.

ENG 549 - Major Author

Credits: 3

An intensive study of the works of a major author in fiction, poetry, drama, or non-fiction. Course may be repeated for credit as long as the student has not previously studied the author in ENG 549. Prerequisite(s): No prereq.

ENG 551 - Shakespeare: Histories/Tragedies

Credits: 3

An intensive study of selected histories and tragedies by William Shakespeare.

ENG 553 - Shakespeare: Comedies/Romances

Credits: 3

An intensive study of selected comedies and romances by William Shakespeare.

ENG 590 - Writing Center Practice and Administration

Credits: 3

A course that focuses on connections between writing center theory and writing center practice, especially regarding how writing centers approach clients' multiple literacies, establish boundaries for client/consultant collaboration, and define writing as a process. Students will consider theories of how writing centers can be organized and administered, including approaches to tutor training and the use of online writing labs. In addition to a total of three-hour weekly meetings, students work two hours per week in the Writer's Room.

ENG 599 - Seminar in Literature and Language

Credits: 3

An advanced topics course, with subject matter varying from semester to semester. Not to be taken more than once by master's degree candidates without prior permission of the English Department. Prerequisite(s): No prereq.

ENG 601 - Introduction to the Professional Study of English

Credits: 3

An introduction to English as a professional discipline beginning with a history of English studies within American institutions of learning. Provides a context for future activities in teaching and scholarship by providing direct experience not only with the range of activities professionals engage in, but also with the bibliographic methodologies they pursue. Prerequisite(s): No prereq.

ENG 602 - Writing Portfolios

Credits: 3

A composition course designed for area teachers emphasizing issues related to the teaching of writing in the secondary schools. Prerequisite(s): No prereq.

ENG 613 - Theory in Rhetoric and Writing

Credits: 3

A study of the relationship between theory and practice in the field of composition pedagogy. This course introduces seminal movements in the field of rhetoric and composition, from pre-process to post-process; considers new directions in composition such as digital literacy; and explores ethical issues in literacy education, such as second-language writing instruction and intercultural rhetoric. This course will provide an opportunity for students to reflectively develop their own composition pedagogy while engaging in theory building.

ENG 614 - River Bend Writing Project Invitational Summer Institute

Credits: 3

A five-week invitational summer institute for teachers K-16 administered by the River Bend National Writing Project site at USI. Utilizes the National Writing Project model of teaching demonstrations, readings in and discussions of contemporary composition theory and pedagogy, and guided inquiry projects for writing and research. Prerequisite(s): Consent of instructor.

EXSC 381 - Care and Prevention of Athletic Injuries

Credits: 3

The basic fundamentals used by the athletic trainer. Major emphasis on recognition, initial care, and prevention of athletic injuries. Prerequisite(s): Suggested BIOL 121 and BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

EXSC 383 - Kinesiology

Credits: 3

The study of mechanics of human body movements primarily as it relates to the interrelationships of bones, joints, and muscles. Prerequisite(s): BIOL 121 and BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su, F.

EXSC 390 - Special Topics

Credits: 1-3

The purpose of the course is to provide students with an opportunity to do personal research in a specialized area in physical education. A maximum of three hours can count toward elective requirements.

EXSC 391 - Biomechanics

Credits: 3

An analysis of movement tasks and their relationship to each other. To apply the kinematic (velocity and acceleration) and kinetic (force) concepts for the mechanical analysis of human movement. Prerequisite(s): BIOL 121 and BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F.

EXSC 394 - Measurement and Evaluation

Credits: 3

This course describes the development and implementation of physical and cognitive tests in physical education and exercise science. Included in this course are techniques for data analysis and student assessment through the use of current, basic testing, and statistical procedures. Prerequisite(s): MATH 111 or MATH 112, CIS 151 and Junior Status **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F.

EXSC 397 - Physiology of Exercise

Credits: 4

This course is designed to provide students with a comprehensive introduction to the acute and chronic physiological responses and adaptations to physical activity and exercise training, as well as the effects of various factors and conditions on physical performance. Physiological principles are introduced pertaining to appropriate training programs for maximizing physical performance and lifetime physical fitness and wellness. Prerequisite(s): BIOL 121 and BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F, Su.

EXSC 475 - Strength and Conditioning Techniques

Credits: 3

This course will cover the techniques utilized in the field of strength and conditioning. This will include: resistance training, speed, plyometric, flexibility, and core/balance exercises and drills. Exercise choice and progression for each area will be covered. Prerequisite(s): EXSC 391

EXSC 476 - Training Science

Credits: 3

This comprehensive course will cover the scientific components essential to employment in a strength and conditioning position. To include the application of exercise science, program design, and organization and administration. Prerequisite(s): EXSC 397

EXSC 477 - Testing and Evaluation of Athletes

Credits: 3

This course will cover the testing and evaluation of athletes. This will include appropriate protocol selection, administration, interpretation of laboratory and field-based measurements used commonly when testing various athletic populations. Prerequisite(s): EXSC 394

EXSC 478 - National Strength and Conditioning Certified Strength and Conditioning Specialist Exam Review

Credits: 1

This certification review course will be a review and further application of the concepts required to be certified by the National Strength and Conditioning Association as a Certified Strength and Conditioning Specialist. The exam content is focused on four areas: exercise technique, program design, organization and administration, and testing and evaluation. Prerequisite(s): EXSC 475, EXSC 476 and EXSC 477 Co-Requisite(s) (must be taken at same time as): Must be taken simultaneously with EXSC 496

EXSC 484 - Exercise Testing and Prescription

Credits: 3

A study and application of the principles, techniques, and tools used to assess levels of wellness, fitness, prescribe lifestyle modifications, and evaluate individual progress toward goals. Prerequisite(s): EXSC 397. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F.

EXSC 486 - Foundations in Cardiac Rehabilitation

Credits: 3

This course provides the students with fundamental knowledge and skills related to cardiac rehabilitation with concentration on the design, implementation, and administration of the exercise component of cardiac rehabilitation programs. Prerequisite(s): EXSC 397.

EXSC 487 - Principles and Applications of Fitness Training

Credits: 3

Students will focus on developing information geared toward fitness training methods in designing safe, effective, and goal-

specific protocols for building skill-related fitness training programs for the general population and those who are athletes. Proper exercise techniques, instructional approaches, common performance errors, and client interaction will be discussed.

Prerequisite(s): BIOL 121 and BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

EXSC 488 - Program Design for Healthy and Special Populations

Credits: 3

The student will learn to modify exercise for individual and groups based on age, medical conditions, and special needs. The areas covered will include but are not limited to coronary heart disease, diabetes, asthmas, obesity, arthritis, pregnancy, and physically and mentally challenged. Prerequisite(s): BIOL 121 and BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

EXSC 496 - Practicum in Exercise Science

Credits: 3-6

Provides students with practical experience in strength and conditioning. Students have the opportunity to assist athletic teams within intercollegiate/interscholastic departments and community facilities and/or organizations. Prerequisite(s): EXSC 475 , EXSC 476 and EXSC 477 Co-Requisite(s) (must be taken at same time as): Must be taken simultaneously with EXSC 478 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

EXSC 601 - Physical Training for Optimal Performance

Credits: 3

The course provides practical strategies and theoretical framework for application regarding the results of physical training in various internal and environmental conditions, for youth, young adults, and athletes. The basis for training under certain nutritional, psychological, and physical regimens will be described and evaluated.

FIN 101 - Money Skills

Credits: 1

This course is a one hour reality-based personal finance course based on a 34-module curriculum. Major content areas include income, expenses, assets, liabilities, and risk management.

FIN 201 - Fundamentals of Finance

Credits: 3

This course is designed to serve as an introduction to the field of business and personal finance. The course is geared to the specific interests of the associate degree candidates and non-business majors. Emphasis upon the source and use of funds in the area of finance. (Not open to College of Business majors in baccalaureate programs.)

FIN 208 - Personal Financial Management

Credits: 3

The various business problems which arise in the life of the individual. Includes a study of such topics as money and credit, banking services, insurance, taxes, home ownership, and consumer protective agencies. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPO 1811.*

FIN 305 - Business Finance

Credits: 3

The methods utilized by corporations in securing and utilizing capital. Major topics of interest include capital budgeting, cost of capital, capital structure, and characteristics of alternative forms of capital. Prerequisite(s): ACCT 201, ACCT 202, ECON 265, ECON 208, ECON 209, and MATH 215. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

FIN 335 - Entrepreneurial Finance

Credits: 3

A course designed to provide critical financial knowledge and skills to those students who are interested in starting and running their own businesses. The course deals with such topics as fund-raising, cash management, budgeting, risk management, initial public offerings, and factoring. Prerequisite(s): FIN 305.

FIN 341 - Risk and Insurance

Credits: 3

An introduction to the basic principles of, and the relationship between, risk and insurance. Emphasis is placed on the fundamentals of insurance as the major formal method for treating non-speculative risks. Prerequisite(s): FIN 305.

FIN 343 - International Finance

Credits: 3

The study of foreign exchange markets, exchange rate determination, balance of payments, international flow and management of financial assets and various risk exposures, and the operation and effectiveness of economic policy in an open economy. Prerequisite(s): FIN 305, or consent of instructor.

FIN 345 - Real Estate Principles

Credits: 3

Principles of real estate. Emphasis is on location factors, market analysis, and basic problems in buying and selling real estate. Prerequisite(s): FIN 305.

FIN 361 - Financial Institutions

Credits: 3

The institutional structure of the financial systems. Surveys both the public and private sectors of our money and credit economy. Emphasis is placed on understanding the impact of the commercial banking system, financial intermediaries, and public finance needs upon the conduct of business finance. Prerequisite(s): FIN 305.

FIN 433 - Principles of Investments

Credits: 3

The essential qualities of good investments, the exchanges, and methods of trading stocks and bonds. Prerequisite(s): FIN 305.

FIN 461 - Financial Management

Credits: 3

A comprehensive course that gives consideration to developing sound financial policies in the firm. The course will use cases to develop concepts in such areas as capital budgeting and capital structure. Class discussion and lectures are designed to introduce decision-making techniques relevant to financial management problem-solving. Prerequisite(s): FIN 305.

FIN 481 - Seminar in Finance

Credits: 3

Investigation of significant topics in practice and theory in the areas of corporate financial management, money markets, investments, commercial banking, and financial institutions. Prerequisite(s): FIN 305.

FIN 601 - Financial Management and Markets

Credits: 3

A comprehensive coverage of financial theories and their application to provide the MBA student with a basic understanding and appreciation of corporate finance. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

FIN 699 - Independent Study

Credits: 1-3

Supervised study or research in a specific area of finance. Prerequisite(s): consent of MBA director.

FREN 101 - Beginning French I

Credits: 3

Fundamentals of French; no previous French required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1901.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

FREN 102 - Beginning French II

Credits: 3

Fundamentals of French; continuation of FREN 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to the regular class meeting, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): FREN 101 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1902.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

FREN 203 - Intermediate French I

Credits: 3

Continuation of FREN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): FREN 102 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1903.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

FREN 204 - Intermediate French II

Credits: 3

Continuation of FREN 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): FREN 203 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1904.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

FREN 205 - Cultural Contexts for Conversation

Credits: 3

Intensive oral practice of French on the intermediate level. Topics include French popular culture, current events, work, and travel. Prerequisite(s): FREN 203 or consent of instructor. Concurrent (may be taken at same time): May be taken concurrently with FREN 204 or FREN 306.

FREN 275 - The French Film

Credits: 3

Weekly showings and discussions of French films. Analysis of thematic and artistic diversity from the early 20th century to present. (Course taught in English) Meets The University Core Curriculum B2: The Arts category. Meets IN Statewide Core.

FREN 306 - Advanced French I

Credits: 3

Continuation of FREN 204. Emphasis on the four language skills of listening, speaking, reading and writing, in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): FREN 204 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

FREN 307 - Advanced French II

Credits: 3

Continuation of FREN 306. Emphasis on the four language skills of listening, speaking, reading and writing, in the cultural context of the French-speaking countries. In addition to the regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): FREN 306 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

FREN 308 - Francophone Cultures

Credits: 3

Study of Francophone cultures, emphasizing developments in language, literature, philosophy, the arts, politics, traditions, and institutions from the beginnings to the present. (Course taught in English)

FREN 325 - Introduction to Francophone Literature

Credits: 3

Critical readings and literary analysis of selected French texts from the middle ages to the present in the major literary genres. Prerequisite(s): FREN 306 or consent of instructor.

FREN 344 - Francophone Literature in Translation

Credits: 3

Study and analysis of selected Francophone literary masterworks in English translation.

FREN 365 - Introduction to Applied Linguistics

Credits: 3

Focuses on the development of language in human beings, first and second language acquisition in formal and informal settings, including computer-assisted language learning. (Course taught in English) Prerequisite(s): Sophomore standing

FREN 415 - French Civilization

Credits: 3

Advanced study of French civilization, emphasizing development in language, literature, philosophy, the arts, politics, and institutions from the early stages to the present. Prerequisite(s): FREN 306 or consent of instructor.

FREN 416 - 17th and 18th Centuries French Literature

Credits: 3

An examination of the major literary movements from French Classicism to the Enlightenment through the critical reading of representative texts. Prerequisite(s): FREN 306 or consent of instructor.

FREN 417 - 19th and 20th Centuries French Literature

Credits: 3

An analysis of representative texts from Romanticism, Realism, Naturalism, Existentialism, and the Absurd. Prerequisite(s): FREN 306 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

FREN 460 - Internship in French

Credits: 1-6

An opportunity for job-related experience in the area of language studies. Prerequisite(s): Consent of department chairperson. Repeatability: This course may be taken for a maximum of six credit hours.

FREN 490 - Special Topics in French

Credits: 3

Specialized topics in the field of French language study, teacher preparation, culture and literature. Prerequisite(s): Consent of instructor. Repeatability: Students may repeat the course without limits as the topic changes.

FREN 499 - Individual Study in French

Credits: 1-3

Research or advanced study in a specific area of French literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. Prerequisite(s): Approval of department chairperson. Repeatability: May be taken up to 6 credit hours.

FREN 500 - Special Topics in French

Credits: 3

Topics in the fields of advanced language study, teacher preparation, culture, and literature. Prerequisite(s): consent of instructor. Repeatability: This course may be taken as often as topics vary.

GNDR 111 - Intro to Gender Studies

Credits: 3

This course is designed as an introduction to the field of gender studies and with the many ways gender is understood and examined. Lectures, offered in a team-teaching format, will be drawn from the humanities and social sciences as well as other disciplines within and beyond Liberal Arts. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

GNDR 333 - Perspectives on Gender

Credits: 3

Drawing from a variety of disciplines, this course is a survey of contemporary and historical theoretical perspectives on gender. Students will explore how ideas about men and women matter in terms of behavior, relationships, policies, and culture. Prerequisite(s): GNDR 111 and junior standing, or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

GNDR 449 - Special Topics: Gender Studies

Credits: 3

A means of the study of selected topics of current interest and importance in gender studies. These topics will vary in accordance with the interest of the students and the faculty. Prerequisite(s): junior standing and GNDR 111 or consent of instructor. Repeatability: Students may repeat the course with change in topic.

GENS 094 - ESL Intensive Course

Credits: 1

The ESL program is an intensive English program with 25 hours of instruction each week in reading, writing, speaking, listening, grammar and vocabulary. ESL techniques include cultural context students need by involving them in academic excursions, conversation partners, friendship families, and recreational activities.

GENS 095 - ESL Writing

Credits: 3

This course is designed for students whose primary language is not English. It is a discussion/practice composition course. Focus is on organization and development of information in paragraphs and short essays with emphasis on correct sentence structure. Students will have weekly written assignments.

GENS 096 - ESL Reading

Credits: 3

This course is designed for students whose native language is not English. It will enable students to improve their reading comprehension of academic materials. Class activities include in-depth discussion of reading selections and frequent written assignments.

GENS 097 - Algebra Review

Credits: 3

This non-credit course begins with a review of fractions, then moves quickly to the language of algebra including order of operations, exponents, positive and negative numbers, linear equations, and graphing. A computer component called MyMathLab is used as a supplement in this course. Credit in this course will not apply to a degree. Scientific calculators are allowed. Students whose math placement scores meet the University's established readiness level for Gens 097 may enroll. Students whose math scores are below the University's established readiness level for this course may enroll only with the permission of the Academic Skills Math Specialist.

GENS 097L - Algebra Review Supplement

Credits: 1

This course is a supplement to GENS 097: topics include concepts from beginning algebra. Concurrent enrollment in the

corresponding section of GENS 097 is required. The supplemental course is recommended for those students have not passed GENS 097 on the first attempt. This course does not satisfy the A2 component of the University Core Curriculum.

GENS 098 - Strategies for Writers

Credits: 3

This non-credit course provides students opportunities to write and revise college writing assignments. Students will engage in the writing process by practicing strategies for inventing, focusing, organizing, developing, and revising their work, as well as by learning editing strategies for standard grammar and usage. Emphasis will be placed on the early stages of the writing process (generating ideas and planning) and on considering the audience for and purpose of writing. Credit in this course will not apply to a degree. Students whose high school GPA and SAT or ACT scores meet the University's established readiness level for GENS 098 may enroll in this course.

GENS 099 - Skills for College Reading

Credits: 3

This non-credit course introduces students to specific reading skills for improving literal and critical reading comprehension in preparation for the demands of college-level reading. In addition, an emphasis will be placed on vocabulary development through knowledge and skill of context clues, word awareness strategies, and through various readings. Credit in this course will not apply to a degree. Students whose SAT Critical Reading or ACT Reading scores meet the University's established level of readiness for GENS 099 may enroll in this course. Students should not enroll in a reading-intensive class while taking this course. Students who begin their reading placement in GENS 099 will be required to enroll in the subsequent reading course, GENS 151, in order to be prepared for college-level reading.

GENS 105 - College Study Strategies

Credits: 1

This course helps incoming freshmen, current students in need of better study skills, and adults reentering or contemplating re-entry to formal education assess their current approach to studying. It offers suggestions and practice to improve study methods. The course topics include time management, note taking from lectures and textbooks, exam preparation, listening skills, memory, concentration, test anxiety, and organization. Course is open to all students for elective credit.

GENS 111 - Career Planning

Credits: 1

Confusion about career planning occurs among undergraduates as well as among individuals who have entered the working world. This course benefits any student who is undecided about a career choice. The course is designed to increase self-awareness, familiarize participants with informational resources available to help in career planning, and provide individualized assistance with career decision-making. Course is open to all students for elective credit.

GENS 151 - Academic Reading Strategies

Credits: 3

In order to be successful in college, students must be able to read, comprehend, synthesize, and process large amounts of information. This course emphasizes the before, during, and after active reading strategies necessary for learning information across the academic disciplines. In addition, students will be encouraged to become self-regulated learners and will demonstrate their understanding of the strategies through practice and application on college-level textbook reading. Students should enroll in a reading intensive course (i.e. history, sociology, political science) as a companion for applying the reading strategies. This three-credit hour course counts as elective credit toward graduation. Prerequisite(s): Successful completion of GENS 099 or appropriate placement based on SAT Critical Reading or ACT Reading scores.

GENS 199 - Select Topics in Study Strategies

Credits: 1

This course focuses on an intensive study of specialized topics in study strategies such as advancing vocabulary, speed reading, test taking, and strengths finder. Course is open to all students and repeatable with change in course content.

GENS 399 - Field Experience

Credits: 1-3

Students who participate in a University sponsored internship or cooperative education rotation are required to register for one hour of academic credit for each semester of participation. This repeatable course is an alternative for students who elect not to enroll in their departmental internship course. The credit will apply to elective hours outside the academic major. Consent of the instructor is required. Grades assigned as Pass/No Pass only.

GEOG 112 - Earth System Science

Credits: 3

The study of the whole Earth as a system of many interacting parts including the solar system; the Earth's internal systems and landforms; ocean, atmospheric, and climatic systems; and global ecosystems. Applies scientific method to the study of changes within and between these systems. Meets The University Core Curriculum C3: Science category. Prerequisite(s): None. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1730.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

GEOG 214 - Meteorology

Credits: 3

Lecture and laboratory studies designed to give an understanding of the physical processes responsible for daily weather. Prerequisite(s): three hours of geoscience or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-1) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOG 215 - Climatology

Credits: 3

Course covers classification and distribution of the world's climates; factors that control climate; changing climates, and predictions for the future. Meets The University Core Curriculum C3: Science category. Prerequisite(s): GEOG 112 or GEOG 214. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

GEOG 330 - World Geography

Credits: 3

An interpretation of human activities in selected world regions. Designed to assist students in acquiring certain basic ideas and supporting facts about contemporary world geography. The course surveys the importance, geographical characteristics, and basic problems of the major regions of the world. Meets The University Core Curriculum C5: Global Communities category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

GEOL 101 - Prehistoric Life

Credits: 3

Scientific study of the history of life on earth with emphasis on higher vertebrate groups such as reptiles and mammals. Discussion of current theories of dinosaur habits and mass extinction. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 108 - Earth-Space Science for Educators

Credits: 2

This course is an introductory survey of Earth-Space science, from geologic materials and processes, through oceanography and meteorology, to planetary science. Lecture is interspersed with hands-on activities intended to reinforce concepts and to provide the students with ideas for teaching their own classes. This course is for teacher candidates only. Prerequisite(s): Grade of C or better in CHEM 108 or CHEM 175 or CHEM 261.

GEOL 115 - Landscapes and Geology of North America

Credits: 3

A study of the geography and geology of North American landscapes with special reference to the United States. Factors in landscape development, including climate, vegetation, erosion, glaciation, tectonics, and human influences, are explored in the context of specific regions such as the Rocky Mountains, Appalachian Mountains, and Colorado Plateau. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 121 - The Geology of Gemstones

Credits: 3

An introduction to major gemstones, their geological origin, the science of their physical properties and identification, and their role in and impact on human civilization. This course is a survey of several major concepts in physical and environmental geology through the lens of gemstones. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 131 - Geology, the Environment, and Society

Credits: 3

An examination of the controls on human activity by geology, and the impact of humans on natural geologic processes. This course is a survey of fundamental geologic processes and associated hazards (earthquakes, tsunamis, eruptions, flooding, landslides) and topics such as pollution and land use planning. The course provides an opportunity to discuss, from a geologic perspective, the ramifications of and potential solutions to problems associated with Earth's resources (energy, minerals, water). Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

GEOL 132 - Volcanoes and Eruptions

Credits: 3

An introduction to volcanoes, their occurrence, different styles of eruption, and the processes that control volcanic activity, emphasizing the impacts of volcanism, both beneficial and destructive, to human beings and the global environment. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 151 - Geology of America's National Parks

Credits: 4

This course examines principles of physical geology through the medium of America's national parks. Parks that were designated because of their unique geologic setting will be studied to understand the full range of geologic materials and internal Earth processes. Meets The University Core Curriculum C3: Science category. Prerequisite(s): MATH 100 or placement in MATH 111. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2.5) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 161 - Introduction to Geology

Credits: 4

This course will focus on minerals and rocks, volcanoes, Earth's internal structure, plate tectonics, and surface processes. Aspects of geology that impact society will also be addressed, such as flooding and earthquakes. The laboratory provides hands-on activities that supplement material presented in lecture. Meets The University Core Curriculum C3: Science category. Prerequisite(s): C or better in MATH 100, or placement in MATH 111. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2.5) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

GEOL 162 - Historical Geology

Credits: 4

Lecture and laboratory studies of the evolution of the earth and its life forms. Techniques used to interpret Earth and life history. The concept of geologic time. Meets The University Core Curriculum C3: Science category. Prerequisite(s): C or better in GEOL 151 or GEOL 161. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2.5) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

GEOL 217 - Earth Resources Management

Credits: 3

A survey of distribution of natural resources, with special emphasis on solutions to problems of resource scarcity. Topics include: mineral resources, soils and agriculture, surface and ground water resources, renewable and non-renewable energy and political issues and other selected components of the geosphere, atmosphere and hydrosphere. Economics, demographic, and political issues are considered as they affect resources. Prerequisite(s): GEOL 151 and GEOL 161. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

GEOL 234 - The Oceans: Past, Present, and Future

Credits: 3

Origin and history of the oceans, including evolution of ocean basins and sea water; causes and effects of oceanic circulation; interaction of oceans and climate; the oceans as a habitat for life; and challenges of protecting oceanic environments. Problems in exploiting the oceans for mineral wealth and food. Effects of global warming and rising sea level. Meets The University Core Curriculum C3: Science category. Prerequisite(s): GEOG 112 or GEOL 161, or GEOL 151 and working knowledge of basic chemistry and biology. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 261 - Intermediate Geology

Credits: 3

Application of fundamental physical geology skills for majors. In this course we will focus on the observation, interpretation, and analyses of Earth materials, topographic maps, aerial photographs, geological maps, and other spatial geological data. These skills will be applied to different geological landscapes. The course has a strong field component and emphasis on written and oral communication skills in the geosciences. Prerequisite(s): C or better in GEOL 151 or GEOL 161. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 301 - Mineralogy

Credits: 4

Systematic lecture and laboratory study of minerals, including their chemical composition, atomic structure, physical properties, and conditions of formation. Laboratory emphasizes crystallography, optical properties, and hand specimen identification of common rock-forming and economic minerals. Prerequisite(s): C or better in GEOL 151 or GEOL 161 and C or better in CHEM 175 or CHEM 261. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 302 - Igneous and Metamorphic Petrology

Credits: 4

Classification, composition, texture, and origin of igneous and metamorphic rocks. Hand specimen and thin section studies. Prerequisite(s): GEOL 301 and C or better in CHEM 261. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

GEOL 311 - Concepts in Environmental Science

Credits: 3

Interdisciplinary science course provides students with a synthetic view of the Earth's atmosphere, geosphere, hydrosphere, and biosphere systems. Topics include interactions of the atmosphere-ocean system, the hydrologic cycle, climate, change,

applications of basic environmental principles to human induced problems, and wetland ecology. Intended for environmental science students, but also open to other students interested in the application of foundational environmental science concepts. Prerequisite(s): GEOL 151 or GEOL 161. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3).

GEOL 315 - Paleontology

Credits: 4

Study of geologically important fossil groups, including macroscopic invertebrates, micro fossils, and trace fossils, emphasizing classification paleoecology and biostratigraphy. Laboratory stresses identification of fossils in hand specimen and under the microscope. Prerequisite(s): C or better in GEOL 162 and C or better in MATH 111 or placement into MATH 115, MATH 118, or MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 316 - Sedimentology and Stratigraphy

Credits: 4

Lecture and laboratory study of composition, texture, description lithologic classification, correlation, and paleoenvironmental interpretation of sediments and sedimentary rocks. Use of subsurface data including cores and geophysical well logs. Laboratory includes thin sections and field studies. Prerequisite(s): C or better in GEOL 162 and GEOL 261; C or better in MATH 111 or placement into MATH 115, MATH 118, or MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

GEOL 341 - Hydrology

Credits: 4

Study of the hydrologic cycle with emphasis on the ecosystem implications of hydrological processes, the effects of natural and human activities on the hydrology and water resources of an area, and related problems and solutions. Prerequisite(s): GEOL 151 or GEOL 161.

GEOL 345 - Structural Geology

Credits: 4

Descriptive, kinematic, and dynamic analysis of geologic structures including geologic map interpretation, cross-section construction, structural analysis, stress-strain relationships, graphical methods, and the use of the Brunton compass. Prerequisite(s): GEOL 162, GEOL 261, MATH 115 or higher. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

GEOL 351 - Field Geology

Credits: 4

Practice of important field techniques in field analysis of geologic materials and structures, and construction of geologic maps. Emphasis is on problem recognition, data gathering, and interpretive analysis. Prerequisite(s): GEOL 162. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-1) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 390 - Geological Field Excursion

Credits: 1-3

Integrated application of geological knowledge to specific field examples. Approximately five weeks of literature investigation of a geological terrain will be followed by a field trip to the selected area. Excursions will vary in length from one weekend to two weeks. The course is intended for geology majors, and students will need to cover expenses. Prerequisite(s): C or better in GEOL 162 and consent of instructor. Repeatability: A maximum of four credit hours of GEOL 390 may be counted toward completion of the geology major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, S.**

GEOL 402 - Volcanology

Credits: 4

This course reviews the present state of knowledge about volcanic activity and hazards, with an emphasis on the methods used to study volcanoes and the significance and interpretation of volcanic rocks and deposits. Prerequisite(s): GEOL 302. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 407 - Geomorphology

Credits: 4

Discussion of surface processes and landforms created by those processes. Emphasis on the evolution of landforms and the interpretation of their origins. Major topics include tectonism, volcanism, weathering and pedological applications, fluvial, eolian, coastal, karst, and glacial processes. Course includes semester long research project applying geomorphological concepts to topics in geomorphology. Prerequisite(s): GEOL 162, GEOL 261 and GEOL 302, or permission of instructor. Recommended: GEOL 316. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

GEOL 411 - Geology of Soils

Credits: 4

Lecture and laboratory studies of the influence that weathering, erosion, landform, topography, climate, flora and fauna, parent material, ground water, and time has on soil development. Soil classification, profiles, composition, chemistry, fertility, and

engineering properties and uses. Prerequisite(s): GEOG 112 or GEOL 131 or GEOL 161. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** On demand.

GEOL 414 - Petroleum Geology

Credits: 4

Lecture and laboratory exercises on the origin, composition, and occurrence of petroleum in the Earth's crust. Business models and economic analysis in the petroleum industry. Case history studies. Laboratory exercises stress procedures and skills used by working petroleum geologists. Prerequisite(s): GEOL 261 and GEOL 316.

GEOL 441 - Hydrogeology

Credits: 4

Behavior and properties of water in the geologic environment. Emphasis on subsurface water, including studies of flow patterns, chemistry, behavior in various geologic materials, and pollution problems. Prerequisite(s): GEOL 161 or GEOL 151 and CHEM 261 and MATH 230, or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

GEOL 445 - Plate Tectonics and Crustal Evolutions

Credits: 4

The nature of continents and oceans, their current tectonic movements, and the record they provide of past tectonic movements. Includes methods to determine relative and absolute plate motion, historical account of plate tectonic theory, and application of plate tectonics to the origin and development of mountain belts. Prerequisite(s): GEOL 345. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** On demand.

GEOL 455 - Global Quaternary Environmental and Geologic Change

Credits: 3

This class seeks to describe and understand the changes in global and regional geologic systems and climate that occurred during the Quaternary by investigating the types of data available, the methods of data acquisition, dating techniques and methods, and the interpretations drawn from the acquired data. Prerequisite(s): GEOL 316, GEOL 407. Recommended: GEOL 315, GEOG 214 or GEOG 215. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

GEOL 460 - Internship

Credits: 1-4

Supervised learning and work experience in geology which enhances the student's understanding of and appreciation for the application of geological knowledge and skills. A report of activities will be required at the end of the semester. Students may earn from 1 to 4 credits. Prerequisite(s): Junior or senior standing in geology and consent of instructor. Repeatability: Students may apply a maximum of 4 hours from GEOL 460, GEOL 470, and GEOL 480 toward the degree.

GEOL 465 - Introduction to GIS

Credits: 3

Survey of computer-based techniques in the storage, retrieval, analysis, and representation of spatially distributed data. Emphasis is on application of GIS technology to problems such as geologic hazard mapping, surface runoff and erosion, contaminant transport, population density, and environmental impact assessment. Prerequisite(s): GEOL 161 or GEOG 112, or GEOL 151 or MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** On demand.

GEOL 470 - Independent Study

Credits: 1-4

This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty-approved supervised service delivery or outreach activity related to geology, or a literature-based paper that focuses on a topic within geology. A report of activities or a research paper will be required at the end of the semester. Students may earn from 1 to 4 credits. Prerequisite(s): Consent of instructor. Repeatability: Students may apply a maximum of 4 hours from GEOL 460, GEOL 470, and GEOL 480 toward the degree.

GEOL 475 - Remote Sensing and Image Analysis

Credits: 3

Elements of airborne and space borne remote sensing systems, including aerial photography, radar, thermal, and multi Spectral. Emphasis on use of remotely sensed images for geological mapping, environmental monitoring, resource assessment, and land use. Prerequisite(s): GEOG 112 or GEOL 161, or GEOL 151 and PHYS 176 or PHYS 206. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** On demand.

GEOL 480 - Undergraduate Teaching in Geology

Credits: 1-2

This course is designed to give practical experience to geology and earth-space science teaching majors in the classroom. Duties involve preparation and set-up prior to class and answering student questions. Design and administration of laboratory exercises, as well as grading where appropriate, will be components of this course. A report of teaching activities will be required at the

end of the semester. Prerequisite(s): Junior or senior standing in geology and consent of instructor. Repeatability: Students may apply a maximum of 4 hours from GEOL 460, GEOL 470, and GEOL 480 toward the degree.

GEOL 481 - Advanced Environmental Geology

Credits: 4

Selected topics dealing with environmental geology, Earth resources, and land use. The course is conducted as group discussions centered on current and classical literature followed by field experiences. Extensive individual investigation is required. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): C or better in GEOL 162; GEOL 441 is recommended. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

GEOL 490 - Special Topics in Geology

Credits: 1-3

Selected topics of current interest in the geologic community. Prerequisite(s): consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

GEOL 499 - Independent Research

Credits: 1-4

Individual research problems in an area of common interest to student and instructor. May involve field and laboratory activities, as well as literature surveys. Final report required. Prerequisite(s): consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

GERM 101 - Beginning German I

Credits: 3

Fundamentals of German; no previous German required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1920.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

GERM 102 - Beginning German II

Credits: 3

Fundamentals of German; continuation of GERM 101. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): GERM 101 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1921.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

GERM 203 - Intermediate German I

Credits: 3

Continuation of GERM 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): GERM 102 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1922.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

GERM 204 - Intermediate German II

Credits: 3

Continuation of GERM 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): GERM 203 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1923.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

GERM 205 - Cultural Contexts for Conversation

Credits: 3

Intensive oral practice of German on the intermediate level. May be taken concurrently with GERM 204 or GERM 306. Topics include German popular culture, current events, work, and travel. Prerequisite(s): GERM 203 or consent of instructor.

GERM 275 - The German Film

Credits: 3

Weekly showings and discussions of German films. Analysis of the thematic and artistic diversity from its beginnings in the early 20th century to the present. (Course taught in English) Meets The University Core Curriculum B2: The Arts category. Meets IN Statewide Core.

GERM 306 - Advanced German I

Credits: 3

Continuation of GERM 204. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural

context of German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): GERM 204 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

GERM 307 - Advanced German II

Credits: 3

Continuation of GERM 306. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of German-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): GERM 306 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

GERM 308 - Germanic Cultures

Credits: 3

Study of Germanic cultures, emphasizing developments in language, literature, philosophy, the arts, politics, traditions, and institutions from the beginnings to present. (Course taught in English)

GERM 325 - Introduction to German Literature

Credits: 3

Critical readings and literary analysis of selected German texts from the Middle Ages to present in the major literary genres. Prerequisite(s): GERM 306 or consent of instructor.

GERM 334 - Introduction to Modern German Drama

Credits: 3

German drama from mid-19th century to the present time, emphasizing major literary movements and recent experiments in the theatre. Application of the acquired skills are demonstrated by the student in a dramatic presentation as well as through short papers and the final exam. Prerequisite(s): GERM 306 or consent of the instructor.

GERM 335 - German for the Professional

Credits: 3

Study of the working knowledge of the target language, cultural behaviors, and values useful in various professional fields. Course may include a service learning component. Prerequisite(s): GERM 306 or consent of instructor.

GERM 344 - Germanic Literature in Translation

Credits: 3

Study and analysis of selected Germanic literary masterworks in English translations. (Course taught in English)

GERM 365 - Introduction to Applied Linguistics

Credits: 3

Focuses on the development of language in human beings, first and second language acquisition in formal or informal settings, including computer-assisted language learning. (Course taught in English) Prerequisite(s): Sophomore standing

GERM 412 - Berlin: Tale of a City

Credits: 3

Study of the city of Berlin from the Weimar Republic to Nazi Germany, the Cold War and the fall of the Berlin Wall. Prerequisite(s): GERM 306 or consent of instructor.

GERM 460 - Internship in German

Credits: 1-6

An opportunity for job-related experience in the area of language studies. Prerequisite(s): Consent of department chairperson. Repeatability: The course may be taken for the maximum of six credit hours.

GERM 490 - Special Topics in German

Credits: 3

Specialized topics in the field of German language study, teacher preparation, culture, and literature. Prerequisite(s): Consent of the instructor. Repeatability: Student may repeat the course without limit as the topic changes.

GERM 499 - Individual Study in German

Credits: 1-3

Research or advanced study in a specific area of German literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. Prerequisite(s): Approval of department chairperson. Repeatability: May be taken up to six credit hours.

GERO 215 - Health Care Aspects of Gerontology

Credits: 3

This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. The dimensions of aging are explored. Healthcare issues pertinent to the older adult are discussed.

GERO 312 - Living Well Throughout the Lifespan

Credits: 3

This course emphasizes the relationship between aging and a healthy lifestyle. Students will apply behavior modification theory to concepts of living well throughout the lifespan with an emphasis on aging well into elderhood. The student will learn about the role of nutrition, exercise, disease prevention, and social connectedness throughout the lifespan. Prerequisite(s): GERO 215.

GERO 316 - Biological Aspects of Aging

Credits: 3

This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. Prerequisite(s): GERO 215 or consent of instructor.

GERO 317 - Health Care Continuum and Community Services

Credits: 3

This course examines the conceptual framework for creating an ideal integrated continuum of care, as well as information about the components for the continuum as they exist today. Students will examine the various residential options for seniors and will analyze issues of cost, access, and quality for each. Prerequisite(s): GERO 215.

GERO 318 - Healthy Aging

Credits: 3

This course emphasizes the relationship between aging and healthy lifestyle. Theories of aging and development will be reviewed. The student will learn about the role of nutrition and exercise in the older population. This knowledge will be applied by assessing an older adult's nutritional status and exercise behavior for the purpose of developing an individualized strategy for change. Prerequisite(s): Recommended NUTR 376.

GERO 319 - Assessment and Management of Alzheimer's Disease

Credits: 3

This course focuses on assessment and management of Alzheimer's disease from diagnosis until death. Assessment and strategies identify stage of progression and are the basis for planning effective management. Management is by stage, using retrogenesis theory, and includes interventions related to environment, behavior, interaction, and medication. The course is appropriate for both formal and informal care givers. Prerequisite(s): GERO 215 and BIOL 121 or consent of instructor.

GERO 321 - Sociological Aspects of Aging

Credits: 3

This course will examine aging in relation to social roles, processes and structures. Topics include social theories of aging, caregiving, demography, life course, retirement, death and dying, and health care systems and policy. Prerequisite(s): GERO 215.

GERO 423 - Clinical Problems of Older Adults

Credits: 3

This course focuses on major clinical problems of older adults in society. Emphasis is on prevention, early recognition, and management of problems. Environmental, behavioral, physical, and educational approaches are included. Prerequisite(s): GERO 215 and either GERO 316 or GERO 319.

GERO 425 - Health Facilities Administration

Credits: 3

This course focuses on the purpose, organization, and management of long-term care facilities and related organizations. The importance of long-term care facilities in the continuum of care for the elderly or developmentally disabled is examined. The typical structure, by functional area, of such a facility is presented, and federal and state regulations by area are reviewed. Contemporary issues and current legislation/regulations impacting the long-term care industry are analyzed. This course assists the student to prepare for successful completion of the federal and state examination leading to licensure as a health facilities administrator. Prerequisite(s): HP 211 and GERO 215.

GERO 615 - Healthcare Issues Applied to Gerontology

Credits: 3

This course focuses on integration of issues, changes in health status, available resources, and related life-style adaptations necessary for successful aging and health.

MHA 621 - The Health Services System

Credits: 3

This course allows students the opportunity to analyze the current organizational arrangements and patterns for the provision and financing of healthcare services in the United States. Topics include the healthcare process and factors which affect need, access, and use of services; factors affecting the supply and distribution of health professionals and health facilities; factors related to healthcare costs; quality assessment and quality assurance; the impact of legal and regulatory actions; technology evaluation; and financing of care through private health insurance and governmental programs. Emphasis will be placed on current trends in the organization, financing and delivery of healthcare, including managed care, healthcare reform, mergers, consolidations, and

integrated delivery systems. As well, the inter-related nature of all aspects of the healthcare delivery system will be illustrated throughout the course. First year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MHA 622 - Biostatistics

Credits: 3

This course provides the statistical basis for the science-based evaluation of health data and services. In order to make objective administrative decisions, proper interpretation, and analysis of information is essential. This course addresses statistical tools used in the evaluation of data and potential sources of statistical error. Specific areas covered include: data types and sources, statistical tests commonly used in the health field, sampling error, study designs and associated issues, bias within studies, and the effect and control of other factors that may affect results. Additional topics include: data based decision-making, analytic approaches, and the use of meta-analysis in health services. This course will include a critical review of health data from research or the literature and the development of a study design directed at administrative issues in health services. First year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MHA 623 - Operations and Control Systems Research in Healthcare Organizations

Credits: 3

Provides framework for decision-making for both operating and control systems in the healthcare environment. Emphasizes basic modeling techniques and examples of actual hospital applications. Students study the application of operations research techniques in healthcare. Second year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MHA 624 - Applied Economic Analysis in Healthcare

Credits: 3

Examines economic theory and the concepts of production, distribution, supply, demand and utilization of individual and public healthcare resources. Focuses on the relevance of economic analytic techniques and their application to processes of resource allocation. Emphasis is placed on the economic analysis of public policy development. First year.

MHA 625 - Marketing and Competitive Strategies in Healthcare

Credits: 3

Concepts of marketing and competitive strategies are applied to healthcare settings. Topics include health consumer behavior, market segmentation and targeting, medical staff relations, forecasting service demand and analysis of the competitive environment using market research, new product development, product pricing and distribution, advertising and public relations, personal sales techniques, and strategy formulation. Emphasis is placed on methodologies for developing organizational strategic plans using the marketing approach. Second year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su, Sp.

MHA 626 - Legal and Ethical Issues in Healthcare

Credits: 3

Legal issues related to the organization and delivery of healthcare will be examined, along with the ethical and moral considerations associated with the management of healthcare facilities and the provision of health services. Topics include government regulation of healthcare facilities and occupations, civil rights regulations regarding diversity, fraud and abuse, institutional and personal liability for negligence and malpractice, patient consent requirements, termination of care, confidentiality of medical information, medical staff credentialing, peer review of care, utilization review, and managed care regulations. Treatment of ethical and moral issues will emphasize the understanding of diverse viewpoints and methods for resolving conflicting moral obligations. Concerns arising from potential conflicts between legal and moral obligations are investigated. First year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

MHA 628 - Epidemiology

Credits: 3

This course provides the foundation for the evidence-based evaluation of health data and elementary concepts of epidemiology. In order to make objective health or administrative decisions, proper interpretation and analysis of information is essential. This course addresses core concepts and terms used in the study of disease and the potential causes of the spread of illness. Specific areas covered include: prospective studies, retrospective studies, odds ratios, risk ratios, and rates. First year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MHA 633 - Human Resources and Labor Relations Management in Healthcare

Credits: 3

Concepts in human resources management as applied to health services organizations are presented. Topics include the relationship between human resources management and general management, the nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal, and discipline. Labor relations topics focus on the history of the labor movement; legal regulations related to labor; union structure and formation; the analysis of union contracts; the collective bargaining process; grievance and arbitration; and the problems of managing with and without a contract. Second year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MHA 634 - Managerial Accounting in Healthcare

Credits: 3

Principles of financial management and insurance are integrated and applied to healthcare. Methods of public and private financing for a variety of providers and services are examined. Costing concepts are applied to financial control of healthcare

operations and managed care contracts. Strategic financial planning, financial statement analysis, and budgeting are covered. Students use spreadsheet software to complete assignments that model actual healthcare practice. Second year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MHA 637 - Healthcare Leadership

Credits: 3

This course allows students the opportunity to critically appraise the role and requirements of the effective leader in today's complicated, fragmented and dynamic healthcare system. An examination of the history of leadership in this country and around the world will assist students in identifying key components of effective leadership styles in a number of diverse settings and situations. Further study will provide for the practical application of effective leadership models to the administration and delivery of healthcare services contemporarily with a focus on the specific requirements of effective leadership that are unique to the healthcare industry. Second year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MHA 642 - Health Informatics

Credits: 3

This course introduces students to the concepts and practices of health informatics. Topics include: (1) introduction to the health informatics discipline; (2) major applications and commercial vendors; (3) decision support methods and technologies; (4) information systems design and engineering; and (5) new opportunities and emerging trends. A semester-long group project will provide students hands-on experience in planning and building healthcare information systems; associated ethical and legal concerns, software engineering and computer interaction issues, and user acceptance and outcomes evaluation methods will be discussed. First year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

MHA 643 - Healthcare Finance

Credits: 3

Principles of corporate financial management theory are integrated and applied to healthcare. Methods of public and private financing for a variety of providers and services are examined. In addition, the course examines the time value of money, working capital management, capital budgeting techniques, cost flow analysis, and capital structures planning. Students use spreadsheet software to complete assignments that model actual healthcare practice. Second year. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

MHA 644 - Healthcare Enterprise Operations

Credits: 3

This course examines the entire information technology needs of healthcare organizations (namely hospitals settings, physicians practices and long-term care institutions). Within these settings, the needs include patient access services, ambulatory care, clinical practice and organization, nursing services, managing facilities and resources, personnel and staffing, and finance and billing services.

MHA 645 - HIT Integration, Interoperability and Standards

Credits: 3

This course will provide the details of healthcare information technology standards and interoperability. The value proposition of standards will be presented. The course will review health information models and cover the role of non-medical standards in health informatics. The course will also cover multi-institutional issues and telemedicine, e-commerce, and Health Insurance Portability and Accountability Act (HIPAA) standards compliance.

MHA 646 - Healthcare Technology Acquisition & Assessment

Credits: 3

This is a practical course in how to acquire and assess new health care technology, either as a vendor who needs to know how to meet the expectations of customers and their acquisition requirements, or as a customer/practitioner who must know how to validate technology selections and implementations. Topics covered will include cost analysis and justification, economic models, capital purchase, leasing strategies, the ASP or risk-sharing model, purchase agreements and contracts, writing an RFP, analyzing an RFP response, and the industry business trends.

MHA 647 - Knowledge Management and Data Mining in Health Informatics

Credits: 3

This course covers concepts, techniques, and practices of health care knowledge management and data mining. The course will cover topics such as: health informatics challenges and standards, security and privacy, ethical and social issues, and medical knowledge mapping. Students will be exposed to the application research in data mining, medical textual mining, and knowledge discovery research. Concepts and techniques will be illustrated with case studies.

MHA 651 - Capstone I: Planning

Credits: 1

This course focuses on project development including process and outcome evaluation, budget development, and measurement tools. The initial project proposal will be completed during this course. Students will present their project plan in a public forum. This course is part of a three-semester sequence (for the capstone requirement) required of all MHA students. Second year. Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MHA 652 - Capstone II: Implementation

Credits: 1

This course focuses on implementation of the MHA project. This course is part of a three-semester sequence (for the capstone requirement) required of all MHA students. Second year. Pass/No Pass. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MHA 653 - Capstone III: Dissemination

Credits: 1

This course culminates the MHA capstone experience. Students will present their current project status, evaluation methodology, dissemination plans, and future recommendations. Dissemination of the project outcomes will be completed. This course is the final course of a three-semester sequence required of all MHA students. Second year. Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

HA 405 - Health Informatics

Credits: 3

This course provides the foundation for the study of health informatics and covers topics such as health information management, clinical information systems (inpatient, outpatient, nursing, laboratory, pharmacy, radiology, etc.), decision support systems, clinical research and health-assessment systems, technology assessment, and healthcare accounting. The focus of the class content is on U. S. healthcare and the role of informatics within the U. S. system. Prerequisite(s): HP 211.

HA 407 - Issues in Health Care Leadership

Credits: 3

This course will introduce students to the history of basic leadership theory and the leadership methods that have been found to be most effective in motivating, developing and retaining members of the highly diverse U.S. health care workforce. In addition, current and future challenges facing the health care system will be identified and evaluated to identify ways to most effectively manage and predict the needs of health care workers during this dynamic time for the industry. Prerequisite(s): HP 211.

HA 411 - Healthcare Leadership

Credits: 3

This course includes an overview of leadership, administration, decision-making, and organization within the healthcare system. Emphasis is placed upon leadership styles and application of the functions of leadership to situations in the healthcare environment. Prerequisite(s): HP 211.

HA 421 - Healthcare Finance

Credits: 3

This course provides an overview of financial systems. Selected healthcare financial management concepts including payment incentives, integrated systems, cost management, pricing and marketing, productivity monitoring, insurance coding, and quality improvement will be studied as they relate to various types of healthcare organizations. Selected computer applications to demonstrate budgeting, forecasting, data base integration, and variance analysis will be used. Prerequisite(s): HP 211; ACCT 201 recommended.

HA 431 - Healthcare Quality

Credits: 3

This course will provide the knowledge base and the tools required to understand and analyze the importance of issues of quality in healthcare. Topics to be covered include: dimensions of quality care and performance, including outcomes, overuse, and under use; errors and threats to patient safety; service flaws; and forms of waste in the healthcare environment. Prerequisite(s): HP 211.

HA 496 - Marketing and Competitive Strategy in Healthcare

Credits: 3

This course focuses on healthcare marketing and strategic planning in healthcare. The increasing complexity of the healthcare system dictates a need for an organized approach to strategy, and one that ties key market issues and needs to a definitive market position, quantifiable objectives, and finally to strategies and actions aimed at achieving the position and objectives. This course allows the student to learn such an organized approach to marketing and strategy. A strategic analysis and plan, as a means to introduce the principles and concepts of strategy applicable to healthcare, will be conducted. Prerequisite(s): HP 211.

HP 115 - Medical Terminology For The Health Professions

Credits: 2

This course focuses on the study of the prefixes, suffixes, and root words commonly found in the field of medicine and healthcare. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPO 1820.*

HP 211 - The Healthcare Delivery System

Credits: 3

This course provides an overview of the healthcare delivery system from a historical, economic, legal/ethical, and political framework.

HP 225 - Pharmacology and Therapeutics

Credits: 3

This course provides an introduction to modern therapeutic drugs. Dosage forms, sources, prescriptions, and metabolism are covered first, then students study human physiological systems and the most important drugs used to affect these systems. Emergency and new drugs are included. Open to all health professions and biology students.

HP 234 - Mechanisms of Pathophysiology

Credits: 3

This course utilizes a systems approach to understand underlying mechanisms of the disease process and how these mechanisms relate to and cause overt signs and symptoms. The content emphasizes normal homeostasis controlling mechanisms and how pathophysiological mechanisms disturb homeostasis and cause dysfunction. Prerequisite(s): an introductory BIOL or CHEM course recommended.

HP 236 - Eastern Medicine and Alternative/Complimentary Healthcare

Credits: 3

This is a course designed to study Eastern medicine and its influence on complementary healthcare therapies. Emphasis is on historical, cultural, social, research, and consumer interest influences on the evolving model of east-west healing and healthcare. Specific modalities will be studied with emphasis on utilization for self-care and their use in healthcare. Implications for changes in healthcare environments and healthcare provider roles also will be analyzed. Meets The University Core Curriculum C5: Global Communities category. Meets IN Statewide Core.

HP 255 - Human Sexuality: A Health Perspective

Credits: 3

This course focuses on interdisciplinary approach to the study of individual and societal determinants in the expression of human sexuality in relationship to health. Changing social values, sexual behaviors, contraception, sexually- contracted diseases, and problems in sexual development in relationship to health are explored.

HP 265 - Alcohol And Drug Abuse: A Health Perspective

Credits: 3

This course focuses on an interdisciplinary approach to the study of alcohol and drug abuse from a health perspective. Etiological theories and the physiological and social consequences of alcoholism and drug abuse are studied. Current approaches to prevention, identification, and treatment of alcoholism and drug abuse are analyzed.

HP 302 - Biostatistics

Credits: 3

The course provides students with an introduction to assessing the magnitude, reliability, validity, and precision of associations (e. g. , between exposures and disease) and making inferences about target populations using data from samples in the health professions. Topics include probability and sampling distribution, research design and analysis of variance, regression and correlation, stochastic processes, and frequency distributions. Prerequisite(s): MATH 107 or MATH 111.

HP 305 - Structure and Theory: Worksite Wellness and Health Promotion

Credits: 3

This course provides the students with knowledge about health and wellness concepts and strategies to implement them in the workplace. Theoretical models will be the basis used to explore why individuals choose healthy or unhealthy behaviors and what motivates them to change their choices. Effective assessment techniques for the individual and organization will be presented. Utilization of the assessment data to develop an effective health promotion plan will be studied. Prerequisite(s): HP 211.

HP 306 - Evaluation and Application: Worksite Wellness and Health Promotion

Credits: 3

This course provides the student with knowledge on the development of a health promotion plan for the worksite. Designing interventions to meet the needs of the workforce and the organization will be explored extensively. Examination of the evaluation process including methods, data gathering, data analysis, and outcome analysis. Prerequisite(s): HP 305.

HP 308 - HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives

Credits: 3

This course provides a physiological and psychosocial base for health professionals and concerned others to provide care and support to children and adults with HIV disease. Theories and concepts relevant to the disease process and care giving will be examined. Prerequisite(s): HP 211.

HP 314 - Audiology and Hearing Impairment

Credits: 3

This course covers topics in basic audiology and hearing impairment. Information covered will be informative for professionals who come in contact with hearing impaired individuals. Approximately five of every 1,000 babies are born with significant hearing loss. Hearing loss frequently accompanies other disabilities and is a normal development with the process of aging. Topics to be studied include: types and causes of hearing loss, social and emotional factors related to hearing loss, helpful communication strategies to use with hearing impaired persons, different types of amplification and management of such, and other equipment and services available for those who are hearing impaired.

HP 356 - Ethics and Healthcare in a Pluralistic Society

Credits: 3

The course will provide students with an ethical framework for decision-making in the context of a pluralistic society. Models and principles of ethical justification among a diversity of cultures and belief systems will be analyzed. Specific applications are made to concerns in clinical and healthcare management. Topics include the right to healthcare, community health ethics, end-of-life issues, and organizational ethics. Prerequisite(s): Sophomore standing or consent of instructor.

HP 377 - Foundations for Health Promotion

Credits: 3

This course will present an overview of concepts relating to the emerging field of health promotion and preventative care. A review of current trends in program design and resulting behavior changes will assist students in taking responsibility for their own health as well as moving their worksites and their communities toward optimal wellness.

HP 378 - Community Health Education Methods

Credits: 3

This course focuses on the development of community and systemic strategies to improve health knowledge, attitudes, skills and behavior. Prerequisite(s): HP 211

HP 397 - Ethical and Legal Issues in the Management of Health Services

Credits: 3

This course provides students an opportunity to examine and analyze common occurrences in the management of the healthcare system that are affected by laws, standards, and/or regulations; and which may call into question the ethical decisions leaders in healthcare organizations are frequently required to make. Particular emphasis will be placed on ethical business decisions. The role of ethics committees and institutional review boards will be addressed as they relate to both clinical decisions and the administration of healthcare facilities. Prerequisite(s): HP 211.

HP 409 - Health Promotion and Worksite Wellness Practicum

Credits: 3

This practicum provides the student with practical experience in needs assessment, individual and organizational assessment, program planning, implementation, evaluation, and problem solving of health promotion programs. The student will complete a program negotiated with the instructor and gain additional experience under the supervision of an experienced health promotion professional. Repeatability: Repeatable to a maximum of six credit hours

HP 480 - Internship in Health Services

Credits: 1, 2, or 3

This course provides an internship for junior or senior student Health Services majors who meet the eligibility criteria. An opportunity to gain valuable insight and understanding of current topics in the healthcare environment while they assist the healthcare business reach its organizational goals will be provided. Interns will function as valuable, student members of a healthcare-related management team. The experience will lead students to a deeper appreciation of the nature of the healthcare field. Both leadership and team work opportunities will be sought, and the student intern will have a chance to think on his/her feet while participating in practical workplace situations. The University will work closely with the participating healthcare organization to customize an experience for the intern that meets the needs of the healthcare organization without compromising academic goals or the student's academic progress. Prerequisite(s): consent of program director required. Repeatable to a maximum of six credit hours.

HP 490 - Special Topics In Health Professions

Credits: 1, 2, or 3

This is an advanced course for majors in health professions. Special topics are considered. Prerequisite(s): consent of faculty required. Repeatable to a maximum of six credit hours.

HP 492 - Transcultural Healthcare in the Global Community

Credits: 3

This multi-disciplinary course is designed for students interested in learning about transcultural populations of people and the relationship of culture to health and healthcare. Included in the course will be a visit to examine transcultural health in the global community. Service projects included during the visit will provide clinical and community education opportunities in a variety of sites and will promote interdisciplinary responses to healthcare issues in the cultural context of the community. Meets The University Core Curriculum C5: Global Communities category. Meets IN Statewide Core.

HP 498 - Current Concepts in the Health Professions

Credits: 3

This course examines the issues important to the healthcare professional from a historical, economical, legal/ethical, political, and multicultural framework. Professionalism, negotiation, change agent, leadership, role theory, and role strategies are studied in relation to the healthcare professional. Topics will be selected based upon current trends in healthcare. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): senior standing or consent of instructor.

HP 535 - Eastern Medicine: Integrative Complementary Healthcare

Credits: 3

This course facilitates the study of Eastern medicine and its influence on integrative/complementary healthcare therapies. Emphasis is on the historical and social influences of the evolving model of east-west healing and healthcare. Specific modalities will be studied with emphasis on research support for efficacy, self care and use in contemporary healthcare practices. Implications for changes in healthcare concepts and healthcare provider roles will be discussed.

HP 584 - Environmental Health

Credits: 3

Introduces various environmental risks to health status, and the role of public health controls to safeguarding at-risk populations. These areas include: food production, water purity, wastewater and solid waste handling, anthropod and pest control, air quality, and occupational and industrial hazards to health. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

HP 585 - Epidemiology

Credits: 3

Introduces the principles and methods of epidemiology used to study health-related issues in populations. Covers models of disease causation and the association of health risk factors. Includes common epidemiological measures, epidemiological study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature reviews and study design skills. Prerequisite(s): a course in statistics. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

HP 671 - Curriculum Development for the Health Professions Educator

Credits: 5

This course focuses on curriculum development and the role of the health professions educator. The role of faculty and healthcare facility educator specialists are studied. Curriculum development designs and models are evaluated. Current issues influencing curriculum development in higher education and health professions are emphasized. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

HP 672 - Teaching Strategies for the Health Professions Educator

Credits: 5

This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of health professions is provided. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

HP 673 - Evaluation Strategies for the Health Professions Educator

Credits: 5

This course focuses on the process of evaluation in the education of health professions educators. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in education are emphasized. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

HP 690 - Special Topics in the Health Professions

Credits: 1-3

Independent study of a topic relevant to the health professions that is not otherwise covered in the curriculum. Prerequisite(s): Consent of the Health Services program director.

HIST 101 - The United States to 1865

Credits: 3

A survey of United States history from colonial times through the Civil War. Majors in elementary education must take HIST 101 or HIST 102. Meets The University Core Curriculum C1: History category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1010.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

HIST 102 - The United States since 1865

Credits: 3

A survey of United States history from the end of the Civil War to the present. Majors in elementary education must take HIST 101 or HIST 102. Meets The University Core Curriculum C1: History category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1011.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

HIST 111 - World Civilizations I, Beginnings to 1500

Credits: 3

The development of the major civilizations, Western and Non-Western, from their beginnings to 1500. The cultural achievements

of these civilizations are studied in their historical contexts. Meets The University Core Curriculum C1: History category. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

HIST 112 - World Civilizations II, 1500-Present

Credits: 3

The development of the major civilizations, Western and Non-Western, from 1500 to the present. The cultural achievements of these civilizations are studied in their historical contexts. Meets The University Core Curriculum C1: History category. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

HIST 130 - Issues in American History

Credits: 3

A selection of issues which focus on understanding aspects of American history within a national and global framework. This course offers first- and second-year students an alternative to HIST 101 and/or HIST 102. Meets The University Core Curriculum C1: History category. Repeatability: May be taken twice with topic change. Meets IN Statewide Core.

HIST 140 - Issues in World History

Credits: 3

A selection of issues which focus on understanding particular aspects of world history within a global framework. This course offers first- and second-year students an alternative to HIST 111 or HIST 112. Meets The University Core Curriculum C1: History category. Repeatability: May be taken twice with topic change. Meets IN Statewide Core.

HIST 261 - Early World History to 1300

Credits: 3

A survey of World History to 1300, emphasizing the development and exchange of representative cultural markers between major Western and non-Western civilizations. Prominence given to understanding the course of historical change by developing awareness of causality, change, continuity and historical relevance. This writing-intensive course will emphasize primary source analysis and a critical understanding of history. Prerequisite(s): One 100-level history course and ENG 201 and history major or minor, or permission of instructor

HIST 262 - Early Modern World History, 1300 - 1700

Credits: 3

A survey of World History 1300 - 1700, emphasizing the interaction between major Western and non-Western civilizations. Prominence given to understanding the course of historical change by developing awareness of causality, change, continuity and historical relevance. This writing-intensive course will emphasize primary source analysis, and a critical understanding of history. Prerequisite(s): One 100-level history course and ENG 201 and history major or minor or consent of instructor

HIST 263 - Modern World History, 1700 - present

Credits: 3

A survey of World History since 1700, emphasizing the interaction between major Western and non-Western civilizations. Prominence given to understanding the course of historical change by developing awareness of causality, change, continuity and historical relevance. This writing intensive course will emphasize primary source analysis and a critical understanding of history. Prerequisite(s): One 100-level history course and ENG 201 and history major or minor, or consent of instructor

HIST 298 - Historical Methods

Credits: 3

An exploration of the principles of historical research; students will implement these with a particular focus on developing critical and analytical methodologies. Significant writing component required. Prerequisite(s): Limited to history majors and minors, one 100- or 200-level history course, or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

HIST 301 - Native American Civilizations

Credits: 3

Historical survey of early American civilizations. Emphasis is on cultural, religious, social, governmental, and economic developments. Attention is given to the historical significance of the European intrusion and the interchange of American, European, and African ideas, resources, products, and peoples. Prerequisite(s): sophomore standing.

HIST 302 - Colonial America to 1740

Credits: 3

Analysis of European discovery and colonization of the Americas, particularly North America. Attention is given to European exploration, interaction with Native American cultures, and the beginnings of colonial development. Prerequisite(s): sophomore standing.

HIST 303 - The American Revolution, 1740-1787

Credits: 3

A detailed history of the last decades of the English colonies in America, the forces leading to the American Revolution, and the creation of the United States up to the writing of the Constitution. Prerequisite(s): sophomore standing.

HIST 304 - The Early American Republic, 1787-1848

Credits: 3

History of the United States from the creation of the Constitution to the end of the war with Mexico, emphasizing economic growth, territorial expansion, and social change. Substantial attention is given to slavery and antebellum reform. Prerequisite(s): sophomore standing.

HIST 305 - Civil War America, 1848-1877

Credits: 3

A study of the United States from the end of the war with Mexico to the end of Reconstruction with emphasis on the coming and course of the Civil War and the reunion of the nation at the war's end. Prerequisite(s): sophomore standing.

HIST 306 - The Emergence of Modern America, 1877-1914

Credits: 3

An examination of the social, economic, political, religious, and intellectual developments and controversies that helped shape modern America. Special attention is given to issues raised by industrialization, urbanization, immigration, science, and technology. The Labor, Populist, and Progressive movements are studied closely. Prerequisite(s): sophomore standing.

HIST 307 - The United States and World War, 1914-1945

Credits: 3

American history from involvement in World War I to the end of World War II. In addition to exploring America's impact on both world wars and their consequences for United States history, the course analyzes the social, economic, cultural, intellectual, political, and diplomatic history of the interwar period, 1919-1941. Prerequisite(s): sophomore standing.

HIST 308 - United States since 1945

Credits: 3

An introduction to American history in the years of the beginning and collapse of the Cold War. The course examines the rise and weakening of the postwar economic and social order, especially during and after the Vietnam War, Watergate, and the Middle East crises of the 1970s. Prerequisite(s): sophomore standing.

HIST 311 - Women and Gender in America

Credits: 3

Places the experiences of American women in an international context and considers the contribution of women to American history. Particular attention is given to gender relations, the importance of race and class, and the diverse nature of women's experiences from the colonial period to the present. Prerequisite(s): sophomore standing.

HIST 313 - Immigration and Nationality in America

Credits: 3

An exploration of the sources and patterns of immigration in American history from the early 1600s to the present. The course also treats the acculturation and assimilation of immigrants and the contributions of ethnic and racial groups to the course of American history. Prerequisite(s): sophomore standing.

HIST 316 - The Vietnam War

Credits: 3

Explores the beginnings of U.S. involvement in Southeast Asia at the conclusion of World War II. Cold War ideologies underlying American involvement in the 1950s, escalation of the conflict in the 1960s and growing opposition to the war at home. Students will also analyze the continuing cultural impact of the war as expressed through films, literature, and monuments memorializing the war. Prerequisite(s): HIST 102 or consent of instructor

HIST 321 - Introduction to Historic Preservation

Credits: 3

A survey of built environment history and the historic preservation movement. Structures, sites, and collections are studied in the context of fund and museum development and management. The relationship of historic sites to local, state, and national organizations and agencies is examined. Student projects include on-site experience. Prerequisite(s): sophomore standing.

HIST 322 - Introduction to Historical Administration

Credits: 3

An introduction to the field of Historical Administration presenting both management and historic material. The course provides an overview of the not-for-profit manager and the basic functions of the historian in public service. Includes on-site visitation and emphasis upon work areas with a historical focus. Prerequisite(s): sophomore standing.

HIST 323 - Introduction to Archival Practices

Credits: 3

Introduction to basic principles and practices in managing archives or special collections, surveying various types of archives and repositories and concepts and methods for organization and descriptive systems used in academic, public, private, and museum collections. Exploration and analysis of new archival technologies and tools used for processing collections and increasing accessibility, and apply these principles to a service learning project based on a local archive.

HIST 331 - Colonial Latin American History

Credits: 3

Assesses the Spanish and Portuguese conquest and rule of the Americas; focuses on interactions between Europeans, natives, and Africans in creating colonial societies. Prerequisite(s): sophomore standing.

HIST 332 - Modern Latin American History

Credits: 3

The main events in the history of Latin America from independence to the present, including issues of class, race, gender, and ethnicity. Prerequisite(s): sophomore standing.

HIST 333 - Gender in Latin American History

Credits: 3

Examines the construction of gender identities over the past 500 years in Latin America. Prerequisite(s): sophomore standing.

HIST 334 - U.S.-Latin American Relations

Credits: 3

Examines the relations between the United States and its neighbors to the south from 1820 to the present, focusing on Latin American reactions to U.S. policy and presence. Prerequisite(s): sophomore standing.

HIST 341 - Ancient Greece to Alexander

Credits: 3

A detailed survey of the origins and flowering of Greek culture against the backdrop of its archaeology and history, 2000-338 B.C. Prerequisite(s): sophomore standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

HIST 342 - The Hellenistic Age, Alexander to the Roman Conquest, 338-31 B.C.

Credits: 3

A political, economic, religious, social, and intellectual history of the Hellenistic world from 338 to 31 B.C. The course explores the massive change brought about by Alexander the Great's unification of the Near East and Greece. Prerequisite(s): sophomore standing. Note: This course may count in Area II or Area III of the history major or minor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

HIST 343 - The Roman Republic

Credits: 3

An intensive study of the Roman Republican experiment in orderly representative government by law until the revolution that brought on the Roman Empire in 31 B.C. Prerequisite(s): sophomore standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

HIST 344 - The Roman Empire

Credits: 3

This course studies the Roman Revolution under Augustus which transformed the Republic into the Empire, Rome's assimilation of the heterogeneous peoples of Europe and the Near East, the cultural and religious dimensions of Rome's Silver Age, and the fall of the Empire in 476 A.D. Prerequisite(s): sophomore standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

HIST 345 - Medieval Europe, 500-1300

Credits: 3

The reconstruction of a new European civilization upon the ruins of the old Roman Empire through the alliance of the Greco-Roman cultural traditions, Christianity, and the vitality of the new Germanic peoples. Prerequisite(s): sophomore standing.

HIST 346 - The Renaissance, Dante to 1600

Credits: 3

An analysis of the great intellectual outburst which produced Dante, da Vinci, Michelangelo, Machiavelli, and the beginning of the Modern era. Prerequisite(s): sophomore standing.

HIST 347 - The Reformation, Wyclif to 1648

Credits: 3

The Protestant Reformation and the Catholic response as seen in the context of the political, social, and intellectual history of Europe. Prerequisite(s): sophomore standing.

HIST 348 - Europe, 1648 through Napoleon

Credits: 3

A study of Absolutism, Enlightenment, and Revolution in their political, economic, religious, social, and artistic aspects, from Descartes and Newton through the French Revolution and Napoleon. Prerequisite(s): sophomore standing.

HIST 349 - Europe, Napoleon to World War I

Credits: 3

An analysis of the impact upon Europe of Conservatism, Liberalism, and Socialism under the impetus of the Industrial Revolution. Emphasis also is upon the relationship of Social Darwinism, Imperialism, and Nationalism to the beginning of the First World War. Prerequisite(s): sophomore standing.

HIST 351 - Europe, World War I to the Present

Credits: 3

A survey of European society, economy, and politics since 1914. Topics include World War I, Russian Revolution, rise of Fascism, World War II, Cold War, and end of the Soviet Union. Prerequisite(s): sophomore standing.

HIST 353 - England to 1600

Credits: 3

English history from the Celtic period to 1600, with accent upon the political and cultural growth of the English nation. Prerequisite(s): sophomore standing.

HIST 354 - Britain since 1600

Credits: 3

Examines British history beginning with the seventeenth-century origins of the modern Parliamentary state, with special consideration of the political, cultural, social, economic, imperial, and religious issues that shaped the development of the nation's history from that time to the present. Prerequisite(s): sophomore standing.

HIST 362 - History of Paris

Credits: 3

This course surveys the political, cultural and social history of Paris from the late Middle Ages through contemporary times. Among the topics to be covered are the roles of the Catholic Church and the French monarchy in the city's affairs; the growth in population beginning in the seventeenth century; the city's history of revolutions from 1789 through 1871; and long-term developments in architecture and urban planning. Among the political and cultural figures to be examined are Etienne Marcel, Henri IV, Louis XVI, Maximilien Robespierre, Victor Hugo, Honoré de Balzac, Louis Michel and Simone de Beauvoir. Prerequisite(s): One 100-level history course and sophomore standing.

HIST 365 - Crusades

Credits: 3

An intensive study of the holy wars between Western Europe and Islam that took place in the Holy Land and Europe from the late eleventh century to the late fifteenth century. Special emphasis is placed on an analysis of the crusading ideal, the motivations of the crusaders, the changes in crusade ideology, as well as Muslim response to Christian military attacks. Cross-cultural exchanges between Christians, Muslims, and Jews in the territories affected by the crusades also are examined. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): sophomore standing. Meets IN Statewide Core. Note: this course may count in Area II or Area III of the history major or minor.

HIST 371 - Tsarist Russia

Credits: 3

The main currents of Russia's history from earliest times to the Revolution of 1917, including the rise of autocracy and serfdom, foreign policy concerns, and the factors leading to the Revolution. Prerequisite(s): sophomore standing.

HIST 372 - The Soviet Union

Credits: 3

A study of the Russian Revolution, Marxism-Leninism, the creation of the Stalinist system, the Cold War, and the demise of the Soviet Union. Prerequisite(s): sophomore standing.

HIST 375 - The Middle East from the Rise of Islam to 1500

Credits: 3

Exploration of the origins and development of Islam in the context of Middle Eastern history with particular focus given to the social aspects of the Islamic community and its relations with non-members, especially Jews and Christians. Prerequisite(s): One 100-level history course and sophomore standing

HIST 376 - The Middle East since 1500

Credits: 3

Examination of the changing relationships between the Islamic World and other peoples, especially Europeans after 1500 and the continuing evolution of Islamic identities. Includes exploration of the ongoing debate about the role of modernism, Islamic reform, and westernization within the Islamic world and the emergence of pan-Islamic and fundamentalist movements. Prerequisite(s): One 100-level history course and sophomore standing

HIST 377 - History of Iran

Credits: 3

Study of the important political, economic and cultural role Iran has played in the development of Middle Eastern and South Asian societies from ancient times to the present, providing an important cornerstone for understanding the contemporary Middle East. Prerequisite(s): One 100-level history course and sophomore standing

HIST 384 - History of Africa to 1800

Credits: 3

A study of African history and culture from prehistory to 1800. Emphasis is given to Africa as an integral part of world history. Prerequisite(s): One 100-level history course and sophomore standing

HIST 385 - History of Africa since 1800

Credits: 3

A study of African history and culture since 1800, emphasizing historical and theoretical approaches to colonial and post-colonial history. Prerequisite(s): One 100-level history course and sophomore standing

HIST 392 - History of Japan

Credits: 3

A historical survey of Japan from the origins of the Japanese people through the post-World War II period. Prerequisite(s): sophomore standing.

HIST 393 - History of China to 1644

Credits: 3

A study of Chinese history from the Neolithic through the Ming Dynasty. Special emphasis is given to the development of Chinese society and China's role in world history. Prerequisite(s): One 100-level history course and sophomore standing

HIST 394 - History of China since 1644

Credits: 3

In this class students will consider the history of China since 1644. Specifically, this encompasses the Qing dynasty (1644-1911), the Republican period (1911-1949), the Maoist period (1949-1976) and the current period that one might title the period of capitalist restoration (1976-present) or the post-Maoist period. Prerequisite(s): One 100-level history course and sophomore standing

HIST 398 - Historiography

Credits: 3

The study of historical thought and writing, which will explore representative examples of the major historiographical schools, their tools, methods, and ideas as developed over time. Prerequisite(s): HIST 298 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

HIST 400 - Topics in American History

Credits: 3

An intensive examination of a theme or an era in American history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department. Prerequisite(s): HIST 101 or HIST 102, or consent of instructor. Repeatability: May be taken twice for credit toward history major and minor.

HIST 405 - The Modern Civil Rights Movement

Credits: 3

Students will explore the radical civil rights movement of the early twentieth century, including Garveyism, the founding of the NAACP, and African-American leaders in radical working-class politics. Students will analyze American foreign policy and race relations during the Cold War, the emergence of a radical student movement and black nationalism in the 1960s and 1970s, and race relations as they stand in contemporary American politics. Prerequisite(s): HIST 102 or consent of instructor

HIST 410 - Topics in World History

Credits: 3

An intensive examination of a theme or topic in world history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department. Prerequisite(s): HIST 111 or HIST 112 or consent of instructor. Repeatability: May be taken twice for credit toward history major or minor.

HIST 411 - Religion in America

Credits: 3

An examination of the impact of religious values and institutions on American history. Special attention is given to the rise, decline, and legacy of mainstream Protestant culture, religious pluralism in the 20th century, the religious origins of social and

cultural change, the continuing importance of civil religion, and the implications of the First Amendment for religious expression in America. Prerequisite(s): HIST 101 or HIST 102, or consent of instructor.

HIST 419 - Communal Utopias in America

Credits: 3

A study of the utopian thought and historical development of religious and social movements that have employed communal methods of organization in America from colonial times to the present. Shakers, Harmonists, Owenites, Fourierists, Mormons, Oneidans, Hutterites, and communal groups since the youth movement of the 1960s are emphasized.

HIST 420 - Topics in European History

Credits: 3

An intensive examination of a theme or an era in European history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department.

Prerequisite(s): HIST 111 or HIST 112, or consent of instructor. Repeatability: May be taken twice for credit toward history major or minor.

HIST 431 - The American South

Credits: 3

A study of the American South from its colonial beginnings to the present. Southern society, economy, culture, and politics are examined to assess their influence upon the growth of the nation from the time of slavery to the era of civil rights. Prerequisite(s): HIST 101 or HIST 102, or consent of instructor.

HIST 432 - The American West

Credits: 3

The American experience as seen through the movement of people westward with major attention given to the trans-Mississippi west. Prerequisite(s): HIST 101 or HIST 102, or consent of instructor.

HIST 433 - American Foreign Relations to 1900

Credits: 3

The history of United States relations with foreign nations from the War of Independence to 1900. Emphasis is upon the diplomacy of the American Revolution, neutral rights, Monroe Doctrine, Manifest Destiny, territorial expansion, relations with native American tribes, Civil War, and Imperialism. Prerequisite(s): HIST 101 or HIST 102, or consent of instructor. Cross-Listed: Dual listing as POLS 433.

HIST 434 - American Foreign Relations Since 1900

Credits: 3

United States relations with other nations from 1900 to the present. Emphasis is upon the diplomacy of World Wars I and II, intergovernmental organizations, Latin America, the Cold War, Vietnam, China, collapse of the Soviet Union, and the Middle East. Prerequisite(s): HIST 102, or consent of instructor. Cross-Listed: Dual listing as POLS 434.

HIST 439 - History of Indiana

Credits: 3

A survey of the history of Indiana from early to modern times.

HIST 451 - French Revolution and Napoleon

Credits: 3

Seeks to understand how the French Revolution and Napoleon Bonaparte helped to usher in the modern world. Stresses the impact of the Enlightenment, development of political systems, and the military and diplomatic repercussions of the French Revolution and Napoleonic Empire. Prerequisite(s): HIST 112, or consent of instructor.

HIST 452 - European Revolutions

Credits: 3

A study of Europe's extraordinary revolutionary history, emphasizing the French and Russian Revolutions and the Revolutions of 1848 and 1989. Focuses on a comparison of patterns, along with gaining an understanding of the impact of industrialization and the role of ideas. Prerequisite(s): HIST 112, or consent of instructor.

HIST 454 - History and Film

Credits: 3

Examines film as an important factor in our understanding of the past. Explores the context in which films are produced, the interpretations of the past they offer and how audiences' historical perception is affected by films. Topics will vary.

Prerequisite(s): Any 100-level History course or consent of instructor. Note: this course may count in Area I or Area II.

HIST 461 - Revolutionary Movements in Latin American History

Credits: 3

In Revolutionary Movements in Latin America, we will consider major historical questions such as: What constitutes a revolution? What types of revolutions are there? What is the relationship between human will (as exercised by individuals and

small groups) and large scale, impersonal economic, social and cultural forces in bringing about revolutionary change? We will consider these questions in the Latin American context. Prerequisite(s): HIST 112 or HIST 263

HIST 490 - Internship/Special Studies in History

Credits: 1-3

This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering is determined by the instructor and history department. Prerequisite(s): HIST 111 or HIST 112, and HIST 298, or consent of instructor. Repeatability: Course may be repeated for up to six hours credit toward history major or minor.

HIST 498 - Senior Seminar in American History

Credits: 3

A research course in selected fields of American history at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. HIST 498 or HIST 499 is required for history major or minor; selected sections of HIST 498 will be designed and designated for future secondary school teachers. Prerequisite(s): HIST 298, senior standing and history major or minor or consent of instructor. Repeatability: May be taken twice for credit toward history major or minor. If taken twice for major, or in addition to HIST 499, it will count in Elective Area I. If taken twice for minor, or taken in addition to HIST 499, it will count in Elective Area I. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

HIST 499 - Senior Seminar in World History

Credits: 3

A research course in selected fields of World History at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. HIST 498 or HIST 499 is required for history major or minor; selected sections of HIST 499 will be designed and designated for future secondary school teachers. Prerequisite(s): HIST 298; senior standing and history major or minor or consent of instructor. Repeatability: May be taken twice for credit toward history major or minor. If taken twice for major or minor, or in addition to HIST 498, it will count in Elective Area II or III, as determined by course content. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

HIST 500 - Special Studies in History

Credits: 1-3

Historical studies offered in conjunction with special activities and events such as seminars, conferences, fieldwork, and research. Prerequisite(s): No prereq.

HIST 519 - Communal Societies in America

Credits: 3

A study of the principles, practices, historical development, and contributions of communal societies in America from 1663 to the present. Emphasis on Shakers, Harmony Society, Mormons, Owenites, Brook Farm, Oneida, Hutterities, Theosophists, and recent communitarians. Prerequisite(s): No prereq.

HIST 539 - History of Indiana

Credits: 3

A survey of the history of Indiana from early to modern times. Prerequisite(s): No prereq.

HIST 598 - Graduate Seminar in U.S. History

Credits: 3

A graduate research course in selected fields of American History.

HIST 599 - Graduate Seminar in European History

Credits: 3

A graduate research course in selected fields of European History.

HIST 604 - The American West

Credits: 3

Participants in this course will study how Americans view and interpret their nation's history with particular attention to the American West. Topics will include the frontier experience, regionalism, and cultural diversity. Writings, films, photographs, music, and art will be basic course materials. Interpretations of major historians will be considered. A humanities core course in the MALS program. Prerequisite(s): No prereq. Cross-Listed: Cross-listed as LBST 604.

HONS 101 - Issues for the 21st Century

Credits: 1

A seminar course which will be offered with different topics from semester to semester and perhaps in multiple sections with different topics in the same semester. Each section will be designed to serve three main purposes. They are: 1) to introduce honors students to the University's Honor Program and its curriculum, 2) to build community among students in the Honors

Program, and 3) to help honors students build the cognitive skills and scholarly disposition needed to achieve their full academic potential. Prerequisite(s): Admission to the University Honors Program

HONS 102 - Honors Learning Community Seminar

Credits: 1

This course provides the integrative component for the Honors Freshmen Interest Group. It continues the attention to critical thinking developed in HONS 101 and develops service learning opportunities for the living-learning community members.

Prerequisite(s): HONS 101 or consent of instructor

HONS 220 - Honors Seminar in the Arts: Art at the Edges

Credits: 3

This course is an introduction to looking at and understanding art. This course covers the elements and principles of design and how they are employed in the major media areas in two, three, and four dimensions. Emphasis will be placed on how visual art is a powerful means of communication from artist to viewer. The course will focus on how art interacts with other disciplines and how artists push the limits of what art is and what it can do. Meets UCC B2-Arts Prerequisite(s): HONS 101 or HONS 102 (may be taken concurrently) or permission of instructor

HONS 291 - Seminar in Medicine

Credits: 2

This is a discussion-based course designed to provide realistic information about the practice of medicine. The emphasis is on communication with patients and between health care providers. Prerequisite(s): admission to B/MD program and sophomore standing or consent of instructor. Pass/No Pass

HUM 211 - The Western Tradition in the Humanities I

Credits: 3

A survey of the major thought and art of the Ancient and Medieval worlds as reflected in their literature, fine arts, and philosophy. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

HUM 212 - The Western Tradition in the Humanities II

Credits: 3

A survey of the major thought and art of the Renaissance, Enlightenment, and Modern worlds as reflected in their literature, fine arts, and philosophy. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

HUM 221 - The Western Tradition in Art History I

Credits: 3

An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Ancient and Medieval worlds. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IFA 1311.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

HUM 222 - The Western Tradition in Art History II

Credits: 3

An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IFA 1312.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

HUM 231 - The Western Tradition in Philosophy I

Credits: 3

An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Ancient and Medieval worlds. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

HUM 232 - The Western Tradition in Philosophy II

Credits: 3

An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

HUM 241 - The Western Tradition in Literature I

Credits: 3

An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Ancient and Medieval worlds. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1250.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

HUM 242 - The Western Tradition in Literature II

Credits: 3

An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): ENG 101 and CMST 101 or CMST 107 or THTR 251. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IEL 1251.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

IM 601 - Special Studies in Industrial Management

Credits: 1-3

Directed study of topics in industrial management conducted in a seminar setting. Reading and writing assignments are based on current technical and professional literature in the field of industrial management. Guest lecturers and invited experts from government and industry complement the assigned readings and seminar discussions. Credit hours awarded for each offering of this course will be determined in advance based on the course requirements established by the instructor. Prerequisite(s): graduate standing or consent of instructor.

IM 602 - Operations Systems Analysis and Modeling

Credits: 3

Application of linear programming and optimization algorithms in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at linear programming, queuing theory, waiting line models, systems analysis, and computer simulation applications for enhancing the productivity and efficiency of modern technological enterprises. Prerequisite(s): MATH 215 - Survey of Calculus or equivalent, IM 603 - Survey of Statistics or equivalent, or approval of graduate advisor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 603 - Survey of Statistics

Credits: 3

An introduction to basic principles and steps involved in planning and conducting statistical studies. Surveys statistical concepts to assist in the decision making process. Topics include probability, probability distributions, hypothesis testing, regression analysis, analysis of variance, reliability, life testing, and control charts. Prerequisite(s): graduate standing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 604 - Manufacturing Systems Analysis

Credits: 3

This course examines concepts and techniques in manufacturing and operations management. Primary emphasis of the course is development of a system of manufacturing "laws" that relate various measures of plant performance, such as throughput, cycle time, work-in-process, variability, and quality into a consistent framework for evaluating classical operations management techniques as well as evolving new strategies. Analytical tools used include probability and statistics, queuing models, and simulation. Exercises and case studies examine both concepts and methods. Prerequisite(s): MATH 215 - Survey of Calculus or equivalent, IM 603 - Survey of Statistics or equivalent, or approval of graduate advisor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 611 - Principles and Practices of Project Management

Credits: 3

An examination of the fundamental principles of management with emphasis on project management in technical enterprises. Lectures, case studies, and role-playing exercises are used to enable students to develop an understanding of key management concepts and provide opportunities to employ and evaluate a variety of project management techniques in typical industrial settings. Time management strategies, problem-solving techniques, and decision-making tools are emphasized. Prerequisite(s): graduate standing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 614 - Interpersonal Communications within Organization

Credits: 3

This course provides a review of the research and applied approaches to organizational communication. The course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. Prerequisite(s): graduate standing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 621 - Human Factors in Design

Credits: 3

Study of the methods for designing the interface between humans and machines. Emphasizes the use of anthropometrical data

and consideration of environmental factors for designing improvements of industrial and office workspace. Prerequisite(s): graduate standing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 625 - Principles of Computer-Aided Design and Manufacturing

Credits: 3

Theory and practice in the operation of several micro and mini computer-based CAD systems for the generation of engineering documentation. Generation of symbols and shape descriptions using geometric primitives in both two- and three-dimensional systems. Discusses the application of CAD to manufacturing and the management problems associated with CAD technology. Prerequisite(s): TECH 121 - CAD Fundamentals. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 631 - Industrial Safety

Credits: 3

A study of Occupational Safety and Health Regulations, and their effect on industrial management and engineering. Accident investigation, liability, workers' compensation and hazard control will be studied with emphasis on safety management techniques and planning. Prerequisite(s): graduate standing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 635 - Computer-Aided Design and Manufacturing Applications

Credits: 3

A project-oriented course in computer-aided design and manufacturing. Emphasizes developing a working knowledge of how CAD/CAM processes can be applied to various engineering disciplines and how CAD/CAM changes the nature of the management function in engineering. Uses two- and three- dimensional software. Orientation to the software is a continuation of IM 625. Prerequisite(s): IM 625 - Principles of Computer-Aided Design and Manufacturing. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 641 - Principles and Practices of Quality Management

Credits: 3

Application of fundamental principles of quality management in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at the management and control of quality to provide an environment for continuous improvement. Topics to be examined are quality philosophies, Total Quality Management, continuous improvement, Baldrige Award and criteria, ISO Standards, quality control, quality improvement, reliability management, six sigma, design of experiments, quality measurement tools, and quality function deployment. Prerequisite(s): graduate standing and IM 603 - Survey of Statistics or equivalent or approval of graduate advisor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 651 - Analytical Techniques for Economic Evaluation

Credits: 3

An intensive examination of the principles and applications of analytical techniques for evaluating capital investments, equipment replacements, production costs, and alternative investment and expenditure proposals in which the time value of money is a primary consideration. Includes study of present worth and rate of return analyses, depreciation and depletion, replacement analysis, benefit-cost analysis and methods for incorporating tax considerations in economic evaluation decisions. Prerequisite(s): graduate standing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 652 - Industrial Management

Credits: 3

An examination of the fundamental concepts of management in industrial settings with emphasis on the relationships among types of industrial work, types of organizational structure, and managerial responsibilities. Includes study of organizational alternatives, time management, budgeting, cost accounting and financial management, negotiation and conflict resolution, quality control and resource allocation. Prerequisite(s): graduate standing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): Three hours lecture.

IM 671 - Graduate Project

Credits: 3 - Individual Study

An industrial management project relevant to the student's area of specialization selected by the student, subject to approval by the student's advisor. The project must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. Prerequisite(s): consent of advisor.

IM 691 - Leadership Project

Credits: 3 - Cohort Study

A leadership project or series of case studies relevant to the student's area of specialization and drawn from industry. Selection by the student subject to approval by the student's advisor. The project or case study must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. All other coursework must be completed before this course is started. Prerequisite(s): consent of advisor.

IM 698 - Individual Study in Industrial Management

Credits: 1-3

Supervised study or research in a specific area of industrial management. Subjects for investigation are selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Credit hours to be awarded for successful completion of the required investigations will be determined in advance by the graduate faculty member supervising the student's work. Prerequisite(s): graduate standing or consent of instructor. Repeatability: Not repeatable for graduate credit.

INST 101 - Introduction to International Studies

Credits: 3

An interdisciplinary introduction to International Studies with focus on globalization and cultural diversity. Prerequisite(s): ENG 100 or ENG 101 or placement into ENG 100 or ENG 101.

INST 213 - Magic in Arts/Humanities

Credits: 3

A survey of world magic, its origins and influence on literature, architecture, art, music, theatre, film, religion, and medicine from antiquity to present. Meets The University Core Curriculum C5: Global Communities category. Meets IN Statewide Core.

INST 302 - Travel Writing

Credits: 3

An in-depth study of travel writing, culture, and politics of field study, with original travel writing. Students will read essays written by travelers as well as postcolonial theory of travel writing, do directed research in the culture of choice and travel, and write, revise, and complete four essays associated with travel and study abroad. May be taken online during the semester of study abroad. Students taking the course while studying abroad will use email or blackboard for peer review, editing, and exchange of research and original materials. Prerequisite(s): consent of instructor.

INST 371 - Non-Western World Literature

Credits: 3

Readings in the literature and literary theory of the non-Western World. This course engages in detailed analysis of key texts written in English or English translation. Readings may be selected from the literatures of Asia, Africa, the Caribbean and the Middle East. Prerequisite(s): ENG 201 and sophomore standing. Cross-Listed: Cross-listed with ENG 371.

INST 372 - Western World Literature

Credits: 3

Readings in the literature and literary theory of the Western World, excluding Great Britain and the United States. This course engages in detailed analysis of key texts in English translation. Readings may be selected from the literatures of the European Continent, Western Hemisphere, and Post-colonial contexts. Prerequisite(s): ENG 201 and Sophomore standing Cross-Listed: Cross-listed with ENG 372

INST 470 - Special Topics in International, Interdisciplinary Studies

Credits: 3

A course designed for study of interdisciplinary special topics with an international context. Prerequisite(s): Junior or senior standing and permission of instructor. Repeatability: May be taken as often as topics vary.

INST 480 - Internship in International Studies

Credits: 3-6

This course grants credit for internships related to the International Studies major. Prerequisite(s): Junior or senior standing and consent of instructor and program director. Repeatability: Course may be repeated for up to six hours of credit.

INST 490 - Independent Study in International Studies

Credits: 3

This course includes research in a specific area of interdisciplinary, international studies culminating in an analytical paper. Prerequisite(s): Consent of instructor. Repeatability: May be repeated for up to six hours of credit.

INST 497 - International Studies Capstone

Credits: 3

An in-depth interdisciplinary study of a variety of topics within the field of International Studies. Coursework requires submission of a cumulative portfolio exhibiting work from previous courses taken in the major. Prerequisite(s): INST 101 and junior or senior standing, and by permission of instructor.

INST 499 - International Field Experience

Credits: 3

Intensive field experience in a contractual activities involving research, education, or applied studies focus. Prerequisite(s): consent of instructor.

JPN 101 - Beginning Japanese I

Credits: 3

Fundamentals of Japanese; no previous Japanese required. Emphasis on the four language skills of listening, speaking, reading,

and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

JPN 102 - Beginning Japanese II

Credits: 3

Fundamentals of Japanese; continuation of JPN 101. Emphasis on the language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): JPN 101 or consent of instructor. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

JPN 203 - Intermediate Japanese I

Credits: 3

A continuation of JPN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): JPN 102 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

JPN 204 - Intermediate Japanese II

Credits: 3

A continuation of JPN 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): JPN 203 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

JPN 205 - Cultural Contexts for Conversation

Credits: 3

Intensive oral practice of Japanese on the intermediate level. Topics include Japanese popular culture, current events, work, and travel. Prerequisite(s): JPN 203 or consent of instructor. Concurrent (may be taken at same time): May be taken concurrently with JPN 204 or JPN 306.

JPN 255 - Japanese Civilization

Credits: 3

Study of Japanese civilization, emphasizing developments in language, literature, philosophy, the arts, politics, traditions, and institutions from the early stages to the present. (Course taught in English)

JPN 306 - Advanced Japanese I

Credits: 3

A continuation of JPN 204. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): JPN 204 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

JPN 307 - Advanced Japanese II

Credits: 3

A continuation of JPN 306. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of Japan. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): JPN 306 or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

JPN 499 - Individual Study in Japanese

Credits: 1-3

Research or advanced study in a specific area of Japanese, literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. Prerequisite(s): Approval of department chairperson. Repeatability: May be taken for up to six credit hours.

JRN 180 - Journalism Workshop

Credits: 1

Credit for adequate work toward final publication of The Shield newspaper, its Internet site, or for an approved CAP course, doing writing, editing, photography, layout, graphics, sales, and/or management. Repeatability: Students may earn up to three hours credit for this course, but may enroll for no more than one credit hour per semester. No more than three credit hours may be applied to a major or minor in Communications. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

JRN 273 - Digital Photography

Credits: 3

Development in basic skills of mass media photography in a digital environment. Students will use a digital camera to take color photographs and then crop, edit, and produce those photographs in a digital computer laboratory. Emphasis will be on the needs of professional photography as used in print and electronic media. Ownership of or access to an acceptable digital camera is required. No camera phones allowed. Prerequisite(s): COMM 192 (grade of C or better), or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

JRN 281 - Basic Reporting

Credits: 3

Basic fundamentals of how to gather and report news events for the mass media in such a way as to be meaningful to the public. Stress is on the need for developing writing skills, learning technical terms, writing feature stories and other materials in a newspaper. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

JRN 371 - Advanced Photography

Credits: 3

Students will develop advanced skills in news judgment, composition, composites, animation, and special effects photography. They will learn how to design web pages that use interactive sites and 360-degree photo techniques and will produce a portfolio of digital images. Prerequisite(s): JRN 273 (grade of C or better), and ENG 101 (grade of C or better) and ENG 201 (grade of C or better) or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

JRN 374 - Internet Communications

Credits: 3

History of Internet, how it works, how to do effective data searches, building web sites and home pages, establishing links, importing graphics, effective layout and design, scanning photos, doing in-depth research, ethics, legal concerns, and specialty uses. Prerequisite(s): JRN 281 (grade of C or better), or ADV 347 (grade of C or better), or CMST 301 (grade of C or better), or PRL 362 (grade of C or better), or RTV 256 (grade of C or better), or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

JRN 381 - Advanced Reporting

Credits: 3

An advancement of skills and knowledge gained in basic reporting. Students will concentrate on covering specific beats and generating their own news stories. They will be responsible for assigned beats, learn how to develop sources, and track down rumors as part of the beat reporting process. In addition, students will discuss journalistic issues such as libel, ethics, plagiarism, invasion of privacy, and investigative techniques. Prerequisite(s): COMM 192 (grade of C or better) and JRN 281 (grade of C or better) and ENG 101 (grade of C or better) and ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

JRN 383 - Editorial Writing

Credits: 3

Instruction and practice in writing editorials. Lectures, readings, and reports directed toward discovering, gathering, organizing, and writing opinion page material. Prerequisite(s): ENG 101 (grade of C or better) and ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

JRN 384 - Feature Writing

Credits: 3

Instruction and practice in writing feature articles for newspapers and magazines. Students will be directed to submit articles for publication in magazines. Prerequisite(s): ENG 101 (grade of C or better) and ENG 201 (grade of C or better) and junior standing or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

JRN 385 - Supervision of Student Publication

Credits: 3

This course covers the problems generally faced in supervision of newspapers, magazines, yearbooks, and other publications. Prerequisite(s): ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

JRN 386 - Editing and Layout

Credits: 3

Study of the entire print reproduction process from idea formulation to designer's drawing board to the printer's finished product. Stressed is the fitting of copy into specific layout spaces, headline writing, art and photo reduction, and overall publications make-up. Prerequisite(s): JRN 281 (grade of C or better) and ENG 101 (grade of C or better) and ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

JRN 388 - Online Journalism

Credits: 3

As traditional media move to the Internet, the skills of journalism students must expand to meet the more intense demands of the Internet. The course will show how traditional newsrooms are merging with web products. Prerequisite(s): ENG 101 (grade of C or better) or ENG 201 (grade of C or better).

JRN 400 - Independent Study in Journalism

Credits: 1-3

This course is designed to provide an opportunity for upper-division communications majors and minors to research subject areas in the field of journalism. A maximum of six hours may be taken; only three may be taken in any one semester. Students who wish to take independent study courses in the journalism curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications; 2) No more than three hours of Journalism 400 may be

directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prerequisite(s): ENG 101 (grade of C or better) or ENG 201 (grade of C or better), upper division status, and written consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

JRN 473 - Photojournalism

Credits: 3

The course will focus on the role of photography in mass communication, particularly print and Internet products. Students will study the process of combining text, graphics, and photographs to produce messages. Students will expand on the skills in earlier classes and produce products including many photographs, such as the photograph essay in a journalism or mass media context. Students will process color digital photography products through computers and modern software. Prerequisite(s): ENG 101 (grade of C or better), ENG 201 (grade of C or better) and JRN 273 (grade of C or better) or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

JRN 481 - Reporting Public Affairs

Credits: 3

A journalism capstone course designed to polish the reporting skills of journalism majors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, the local and state legislative process, and regional agencies. Each student will produce an in-depth, current news series or package on an issue or topic of current interest. Prerequisite(s): COMM 192 (grade of C or better), JRN 281 (grade of C or better), and JRN 381 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

JRN 484 - Literary Journalism

Credits: 3

This course is about the presentation of legitimate news subjects and materials in a format that borrows strongly from the techniques of feature writing and fiction. Students will be exposed to some of the best examples of published literary journalism. Students will write papers analyzing the reading and write several small news stories in this format. Prerequisite(s): JRN 281, (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better), or consent of instructor.

JRN 488 - Digital Storytelling

Credits: 3

This course is about the expression of news using digital tools, such as web authoring, image processing, drawing, and animation software, to involve audiences in novel ways through interactivity and immersion. Students will be exposed to digital forms and presentations of news that exploit the strengths of the new medium. Prerequisite(s): JRN 374 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better).

JRN 496 - Media Ethics

Credits: 3

This course focuses on the importance of ethical journalism in a free society and the impact of press coverage on sources, victims, news consumers, and journalists. Students will study the ethical dimensions of responsible journalism; analyze ethical problems; recognize cultural stereotypes; and learn how to ensure that the voices of both mainstream America and traditionally under-reported groups are heard in media reports. Prerequisite(s): junior standing.

JRN 498 - Internship in Journalism

Credits: 3

Offers students job experience in journalism through a minimum of 150 hours of supervised professional work. Prerequisite(s): junior standing and consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

JRN 499 - Special Topics

Credits: 3

Topics will vary. Purpose of course is to cover topics that are not specific courses in the curriculum. Prerequisite(s): junior standing. Repeatability: Course may be repeated once if the topic is different from the one previously taken. Students may repeat this course provided the topic is different. Only six hours toward the major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

JRN 581 - Public Affairs Reporting

Credits: 3

A course that polishes the communications skills of journalism teachers and student publication advisors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, local and state legislative processes, and regional agencies. Assignments include an in-depth research paper on an issue or topic of current interest. Prerequisite(s): COMM 192 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better).

KIN 112 - Badminton

Credits: 1

KIN 114 - Golf

Credits: 1

KIN 118 - Table Tennis

Credits: 1

KIN 122 - Bowling

Credits: 1

KIN 123 - Tennis

Credits: 1

KIN 124 - Rock Climbing

Credits: 1

KIN 125 - Advanced Rock Climbing

Credits: 1

Prerequisite(s): KIN 124

KIN 132 - Softball

Credits: 1

KIN 134 - Volleyball

Credits: 1

KIN 137 - Basketball

Credits: 1

KIN 138 - Soccer

Credits: 1

KIN 141 - Beginning Swimming

Credits: 1

KIN 142 - Advanced Swimming

Credits: 1

KIN 143 - Aquatic Exercise

Credits: 1

KIN 145 - Scuba

Credits: 1

KIN 151 - Introduction to Karate

Credits: 1

KIN 155 - Dance Activities

Credits: 1

KIN 161 - Fishing

Credits: 1

KIN 162 - Hiking and Outdoor Education

Credits: 1

KIN 163 - Sailing

Credits: 1

KIN 181 - Aerobics

Credits: 1

KIN 182 - Weight Training

Credits: 1

KIN 183 - Aerobic Dance

Credits: 1

KIN 185 - Step Aerobics

Credits: 1

KIN 186 - Wellness/Fitness Appraisal

Credits: 1

Students will assess present level of physical fitness and wellness and establish behavior modification strategies to address areas which need improvement. Topics of discussion include nutrition, weight control, components of physical fitness, stress management, tobacco use and addictive behaviors, and sexually transmitted diseases. Meets The University Core Curriculum B3: Health/Fitness category. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

KIN 188 - Introduction to Kinesiology and Sport

Credits: 2

Orientation to career opportunities in physical education, exercise science and sport-related fields. Examination of sociological, historical, and philosophical foundations, current issues and trends. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su, F.

KIN 199 - Special Activities

Credits: 1

Topics include: Yoga, Boot camp, Pilates, Zumba, Spinning, Taekwondo, Backpacking, Canoeing, and Fitness Walking and Cardio Kickboxing

KIN 232 - Officiating of Baseball

Credits: 1

An in-depth look at the mechanics, rules, and officiating techniques for each sport with emphasis on high school interscholastic participation. The IHSAA or appropriate licensing examination may be taken at the completion of each course. An additional fee will be charged for administration of exam.

KIN 234 - Officiating of Volleyball

Credits: 1

An in-depth look at the mechanics, rules, and officiating techniques for each sport with emphasis on high school interscholastic participation. The IHSAA or appropriate licensing examination may be taken at the completion of each course. An additional fee will be charged for administration of exam.

KIN 237 - Officiating of Basketball

Credits: 1

An in-depth look at the mechanics, rules, and officiating techniques for each sport with emphasis on high school interscholastic participation. The IHSAA or appropriate licensing examination may be taken at the completion of each course. An additional fee will be charged for administration of exam.

KIN 238 - Officiating of Soccer

Credits: 1

An in-depth look at the mechanics, rules, and officiating techniques for each sport with emphasis on high school interscholastic participation. The IHSAA or appropriate licensing examination may be taken at the completion of each course. An additional fee will be charged for administration of exam.

KIN 244 - Lifeguard Training

Credits: 2

ARC certification in lifeguarding. Prerequisite(s): Swim 300 yards continuously, using these strokes in the following order: 100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick; rhythmic breathing can be performed either by breathing to the side or to the front; 100 yards of breaststroke; 100 yards of either front crawl using rhythmic breathing or breaststroke or a mixture of front crawl and breaststroke. Swim 20 yards using front crawl or breaststroke, surface dive to a depth of seven-10 feet, retrieve a 10-pound object, return to the surface, and swim 20 yards back to the starting point with the object and exit the water without using a ladder or steps, within one minute, 40 seconds. When returning to the starting point, the participant's face must remain above the water and the participant must hold the 10-pound object with both hands. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

KIN 281 - Personal Health Science

Credits: 3

Examination of attitudes, research facts, and misconceptions pertaining to personal health needs and practices. Topics include but are not limited to nutrition, family living, sexuality, drug use and abuse, disease prevention, safety, first aid, and public health resources. NC1 Meets The University Core Curriculum B3: Health/Fitness category. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su, F.

KIN 282 - CPR and Sports Injury Prevention

Credits: 2

Course includes sports injury prevention, first aid and CPR training. Skill training provided for certification in First Aid, Adult, Infant, and Child CPR/AED. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IHP 1401.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su, F.

KIN 283 - Field Experience in Sport and Exercise

Credits: 1

Provides students with practical experiences in sport and exercise related fields. Students have the opportunity to observe professionals at work and learn about the basic operations of a facility and about programs and services offered. Prerequisite(s): Must be a declared exercise science, kinesiology, sport management, or health professions major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F.

KIN 284 - Stress Management

Credits: 2

A study of the elements which manifest stress, its impact, and strategies to minimize its effect on daily life.

KIN 286 - Safety Education

Credits: 2

This course is designed to examine the hazards present in all aspects of modern life that may produce property damage, injury, and/or illness. The activities of transportation, recreation, education, and home living are assessed for safety. Intervention strategies are presented. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

KIN 291 - Motor Behavior

Credits: 2

A study of the motor development of children through adolescence, their motor learning capabilities, and the factors which influence skill acquisition, retention, and transfer. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su.

KIN 342 - Water Safety Instructor

Credits: 2

Students will receive preparation for certification as an American Red Cross water safety instructor. Prerequisite(s): 16 years old, possess a Fundamentals of Instructor Training (FIT) Certificate, completed a precourse session.

KIN 385 - Methods of Group Exercise Instruction

Credits: 3

Students will learn to teach exercise routines for a group setting. The course will serve to assist students in preparing for group exercise certification. Prerequisite(s): KIN 283 and Sophomore Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F.

KIN 390 - Special Topics in Physical Education

Credits: 1-3

The purpose of the course is to provide students with an opportunity to do personal research in a specialized area in physical education. A maximum of three hours can count toward elective requirements.

KIN 393 - Practicum in Kinesiology

Credits: 3

Provides students with practical experience in kinesiology-related fields. Students have the opportunity to observe professionals on campus at the Recreational, Fitness, and Wellness Center, learn about personal training and group exercise programs, and basic operations of a facility. Prerequisite(s): KIN 283 and Junior Standing

KIN 432 - Coaching Baseball

Credits: 2

The components of coaching each sport will be analyzed from the perspective of the coach. Topics will include conditioning, fundamentals, team strategy, tournaments, meets and matches, and rules and their application to game play.

KIN 434 - Coaching Volleyball

Credits: 2

The components of coaching each sport will be analyzed from the perspective of the coach. Topics will include conditioning, fundamentals, team strategy, tournaments, meets and matches, and rules and their application to game play.

KIN 437 - Coaching Basketball

Credits: 2

The components of coaching each sport will be analyzed from the perspective of the coach. Topics will include conditioning, fundamentals, team strategy, tournaments, meets and matches, and rules and their application to game play.

KIN 438 - Coaching Soccer

Credits: 2

The components of coaching each sport will be analyzed from the perspective of the coach. Topics will include conditioning, fundamentals, team strategy, tournaments, meets and matches, and rules and their application to game play.

KIN 485 - Methods of Personal Training

Credits: 3

This course introduces students to methods of personal training in helping students learn how to work with clients during the initial consultation process, the design of appropriate cardiovascular, strength, and flexibility training programs, and proper orientation techniques. Prerequisite(s): EXSC 397 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

KIN 492 - Contemporary Issues in Sport and Exercise

Credits: 3

Enables students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges are presented with the intent of provoking thorough and stimulating debate so students may identify their role in the resolution of issues. Meets The University Core Curriculum D1: Synthesis category. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

KIN 495 – NASM Personal Training Certification Review

Credits: 3

This certification review course will be a review of design with exercise program guidelines and variable protocols for building stabilization, strength, and power programs; and guidance on how to build clientele through professional development. This course is designed to allow students to obtain a NASM personal training certification. Prerequisite(s): BIOL 121 and BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

KIN 499 - Practicum

Credits: 3-5

Practical experience in an area of professional preparation. Prerequisite(s): Must have completed required courses in major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

KIN 592 - Contemporary Issues in Sport and Exercise

Credits: 3

This course will enable students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges will be presented with the intent of provoking thought and stimulating debate so that students may identify their role in the resolution of issues. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

LATN 101 - Beginning Latin I

Credits: 3

Fundamentals of the language will be taught through a multiple approach (comprehension, reading, and composition). The class will be conducted in English with emphasis placed on acquiring the ability to read and comprehend written Latin. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

LATN 102 - Beginning Latin II

Credits: 3

Continuation of LATN 101. Continued development of Latin grammar, syntax, vocabulary, and reading skills. Introduction to major Roman literary figures and themes of Roman culture. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): LATN 101 or consent of instructor. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

LATN 203 - Intermediate Latin I

Credits: 3

A thorough review of Latin grammar, syntax, vocabulary, and reading skills. Readings in Latin prose and poetry will provide students with an understanding of Roman culture and literature. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): LATN 102 or consent of the instructor. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

LATN 204 - Intermediate Latin II

Credits: 3

Continuation of LATN 203. Review of grammar and syntax will include concepts not covered in LATN 203. An emphasis on reading Latin prose and poetry to develop students' interpretative skills. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): LATN 203 or consent of the instructor. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

LATN 390 - Independent Study in Latin

Credits: 3

Independent study of directed readings, either of the prose author (e.g., Cicero) or Latin poet (e.g., Virgil). Prerequisite(s): LATN 204 (grade of B or better) and consent of the instructor. Repeatability: This course is repeatable for up to six hours.

LIBA 290 - Special Topics in Liberal Arts

Credits: 3-6

A course designed for introductory-level interdisciplinary special topics in the liberal arts. Repeatability: May be repeated for different topics. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

LIBA 490 - Advanced Special Topics in Liberal Arts

Credits: 3-6

A course designed for advanced-level interdisciplinary special topics in the liberal arts. Prerequisite(s): junior standing or consent of instructor. Repeatability: May be repeated for different topics. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

LIBA 497 - Capstone Studies

Credits: 3

A senior-level seminar designed for the Synthesis category of the University Core Curriculum. Topics will change from semester to semester, but each offering will encourage students to draw on their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Open to students of any major or college. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): senior standing or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

LBST 550 - Special Studies in Liberal Arts

Credits: 1-3

Liberal studies in conjunction with special activities and events such as seminars, conferences, fieldwork, lecture series, research, and travel. Repeatability, but only a total of three hours may apply to the 33 hours required in the MALS degree. Credit varies, and the instructor together with the director of the MALS program will determine the amount of credit. Prerequisite(s): consent of the instructor.

LBST 590 - Interdisciplinary Topics in Liberal Studies

Credits: 3

A seminar in which students will draw upon their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Course parallels LIBA 497 in the undergraduate curriculum and will be offered in concert with sections of that class but with additional requirements suitable for the awarding of graduate credit. Repeatability with topic change. Prerequisite(s): No prereq.

LBST 601 - Language

Credits: 3

A study of the complex abstract system that links meanings with sounds and symbols. Beginning with the question "What is language?" this course explores all aspects of language study, including how children learn language; how languages change; how regional dialects vary. It provides an interdisciplinary survey of basic concepts and applications to understand the subconscious knowledge speakers have. The course will provide an opportunity for students to upgrade their interdisciplinary academic writing skills if necessary. A humanities core course in the MALS program.

LBST 602 - Nature and Nurture

Credits: 3

An introduction to the neurogenetic revolution currently gaining momentum in the biological and social sciences. The course examines research and theory from the fields of evolutionary psychology, behavioral genetics, and behavioral endocrinology as challenges to the anti-biological perspectives on human social behavior found in traditional social science. Such issues lend themselves well to the most important purpose of the course: developing the skills, worldview, and values of a critical thinker. A social sciences core course in the MALS program. Prerequisite(s): No prereq.

LBST 603 - American Values: Contemporary Debate

Credits: 3

An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social sciences core course in the MALS program. Prerequisite(s): No prereq. Cross-Listed: Cross-listed as SOC 603.

LBST 606 - After Darwin

Credits: 3

A study of the consequences of Charles Darwin's theories as they pertain to the humanities including history, literature, philosophy, religion, and civics. Includes a discussion of the methodologies of humanities research. A humanities core course in the MALS program. Prerequisite(s): No prereq.

LBST 609 - Readings in Contemporary Science and Mathematics

Credits: 3

This course is designed to introduce graduate students who are not necessarily scientists to the literature of modern science and mathematics. Students will select, read, report on, and discuss books from reading lists provided by the instructor in five different areas of science and mathematics. This course can be taken as the natural science core requirement or as an elective for the Master of Arts in Liberal Studies program or an elective in the Master of Science in Education program. Prerequisite(s): No prereq.

LBST 610 - Capstone Course, Graduating Seminar in Liberal Studies

Credits: 3

The objective of this course is to give students in the MALS program an opportunity to create a meaningful synthesis of their core courses and electives. The organizing topics for this course can be varied. This course along with one other 600-level elective or other organizing topics of 610 constitutes one of the options for the final six hours of the MALS called the Capstone Experience. Repeatability: Repeatable with topic change.

LBST 611 - Capstone Elective

Credits: 3

The word “rhetoric” can be traced back to the simple assertion “I say” (Eiro in Greek). Almost anything related to the act of saying something to someone-in speech or in writing-can conceivably fall within the domain of rhetoric. This course will explore the various philosophical and psychological theories of humans that impinged on various rhetorical theories and practices from classical times to the present. We will see how political, technological, economic, and scientific events affected rhetorical theory and practice and how in turn rhetoric affected them. We will explore the ethical dimensions of rhetoric. We will attempt to salvage the best of past and present theory and practice and attempt to integrate them into comprehensive and useful perspective on rhetoric-and eventually into our own practices in speaking and writing.

LBST 612 - Modernity and Postmodernity

Credits: 3

An examination of the historical eras labeled in Western society as “modernity” and “postmodernity,” and an attempt to define such eras through the disciplines of sociology, philosophy, and history. Also includes analyses of modern and postmodern culture in the realms of literature, poetry, art, music, and architecture.

LBST 613 - Science in Society

Credits: 3

A study of the place of science in and as society. Considers science in its increasingly salient role in politics, law, economy, medicine, and resolution of socio-technical problems. Also addresses social structural dimensions of the scientific community and social shaping of scientific knowledge. A social science core course in the MALS program.

LBST 615 - Revolutions

Credits: 3

An interdisciplinary examination of the origins and progress of European revolutions from the French Revolution of 1789 through revolutions in Eastern Europe and the Soviet Union in 1989-1991. A goal of the course is to understand the lessons or patterns represented in European revolutions during this period. The course introduces the topic through lecture. Students discuss and present in a seminar setting, and complete a substantial research project by the end of the semester.

LBST 680 - Topics in Liberal Studies

Credits: 3

Examination of topics germane to the liberal arts but not included in the regular graduate course offerings. Specific topics will vary from semester to semester and will be announced in the schedule of course offerings. Prerequisite(s): No prereq. Repeatability: Repeatable with topic change.

LBST 690 - Independent Work in Liberal Studies

Credits: 1-3

Directed study or research in a specific area of liberal studies. Topic of investigation is selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not to be taken more than twice by master’s degree candidates without prior permission of graduate advisor. Prerequisite(s): No prereq.

LBST 697 - Capstone Project in Liberal Studies I

Credits: 3

The first of two courses involving intensive study of a topic within liberal studies, selected with the student’s faculty advisor and approved by the members of the MALS faculty advisory committee. Combined with the LBST 698, the study should yield a written work of sufficient length and quality to warrant a total of six hours of graduate credit, although projects such as artistic creations, computer programs, theatrical productions, and community service programs also may be acceptable. Prerequisite(s): acceptance to MALS program; permission of student’s graduate advisor. Final grade recorded as satisfactory or unsatisfactory only.

LBST 698 - Capstone Project in Liberal Studies II

Credits: 3

The second of two courses involving intensive study of a topic within liberal studies, selected with the student's faculty advisor and approved by the members of the MALS faculty advisory committee. Combined with LBST 697, the study should yield a written work of sufficient length and quality to warrant a total of six hours of graduate credit, although projects such as artistic creations, computer programs, theatrical productions, and community service programs may also be acceptable. Final grade recorded as satisfactory or unsatisfactory only. Prerequisite(s): Acceptance to MALS program; permission of student's graduate advisor.

MNGT 141 - Introduction to Business**Credits: 3**

A survey course to acquaint students with functions performed by business and the part business activities play in our economy as a whole. Designed to give familiarity with common business practices and terminology. This course is not open to students who have completed or are currently enrolled in three or more courses in business or economics. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPO 1810.*

MNGT 201 - Survey of Management**Credits: 3**

A survey of the management process; emphasis upon management techniques and actors basic to various fields of business, industrial, and public organizations. This course is designed to apply the management process to the specific interests of all associate degree candidates and four-year non-business majors. (Not open to College of Business majors in baccalaureate programs.) Prerequisite(s): sophomore standing, PSY 201, or consent of instructor.

MNGT 305 - Principles of Management**Credits: 3**

A study of the principles of management theory and practice in organizations, with emphasis placed on the challenges of management in a diverse and complex environment. Prerequisite(s): ACCT 201, ACCT 202*, ECON 208, ECON 209*, PSY 201, and junior standing (Courses marked * may be taken concurrently with MNGT 305.) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MNGT 315 - Management of Organizational Behavior**Credits: 3**

A study of behavior of individuals and groups within organizations and of the organization itself. Intended to develop in managers a greater awareness of the problems and opportunities in managing human resources in organizations. Specific emphasis is placed on the development of managerial skills. Prerequisite(s): MNGT 201 or MNGT 305.

MNGT 341 - Human Resource Management**Credits: 3**

The staff work required in planning and controlling the personnel functions in businesses and the personnel responsibilities of line executives. Emphasis is placed upon principles and procedures relative to selection, placement, training of employees, employees' services, morale, wages, and hours. Prerequisite(s): MNGT 201 or MNGT 305.

MNGT 352 - Entrepreneurship Ideation and Innovation**Credits: 3**

This course focuses on the generation, testing, evaluation, and refinement of ideas. Innovation processes that focus on idea development, idea selection, and commercialization of ideas will also be examined. Exploration of the process and stages of creating an innovative new venture will provide the context for discussing the interrelationships among ideation, innovation, commercialization, and entrepreneurial thinking. Prerequisite(s): junior standing.

MNGT 353 - Entrepreneurship Feasibility Analysis and Business Plan Development**Credits: 3**

Students in this course will evaluate the viability of a business venture and develop a business plan. The feasibility component of this course assesses the market opportunity, strategic position operations, risks, and the ability of the product or service to generate payback for the prospective firm. The business plan component of this course addresses the organizational plan, product/service plan, marketing plan, and financial projections for the prospective business. Prerequisite(s): Junior standing

MNGT 354 - Strategic Entrepreneurship**Credits: 3**

Students in this course will bridge the gap between entrepreneurial thought and practice by focusing on activities that must be carried out by a company within the framework of strategic entrepreneurship. This framework highlights the activities that create, deliver, and capture value for an enterprise. The course is designed to immerse students actively in the strategic entrepreneurial process with the objectives to reinforce and develop divergent thinking, analytical thinking, and communication skills. This course will develop skills associated with opportunity recognition (convergent and divergent thinking) and feasibility analysis (market and financial analysis), and extend these to the development and communication of a business model in an atmosphere that is based on team collaboration and coaching. Prerequisite(s): MNGT 352, MNGT 353 for non-business majors; junior standing for business majors.

MNGT 361 - Business Environmental Factors

Credits: 3

An inquiry into the purposes, methods, institutions, results, and philosophy of business and its relationship to the environment in which it functions. Prerequisite(s): MNGT 201 or MNGT 305 and MKTG 201 or MKTG 305.

MNGT 408 - Collective Bargaining and Industrial Relations

Credits: 3

A study of employer-union relationships, management and union organizations for collective bargaining, trade union structure and government, the government and collective agreements, and the collective bargaining process. Prerequisite(s): MNGT 201 or MNGT 305.

MNGT 441 - Wage and Salary Administration

Credits: 3

A comprehensive study of wage and salary policies and techniques, including wage and salary level determination, job evaluation, employee evaluation, merit rating, methods of wage payments, fringe benefits, and controls. Prerequisite(s): MNGT 201 or MNGT 305.

MNGT 442 - Training and Development

Credits: 3

This course is designed to provide students with an in-depth study of the theories and skills associated with training and developing human resources. Specific attention will be given to planning, designing, implementing, and evaluating training and development programs. Broader issues concerning employee development and training for specific needs will also be addressed. Prerequisite(s): MNGT 201 or MNGT 305.

MNGT 443 - Organizational Theory and Design

Credits: 3

This course involves the management challenge of designing organizational structure to facilitate effective performance and achieve competitive advantage given the evolving nature of organizational environments. Issues will include organizational innovation and change; technological change and organizational restructuring; global competition; organizational culture; employee involvement; participative management and team systems; total quality management; organizational control; communication; and conflict. Prerequisite(s): MNGT 305. MNGT 315 recommended.

MNGT 444 - Managing Diversity in Organizations

Credits: 3

A study of cultural perspectives and processes reflecting individual, work group, and organizational diversity in the workplace. Prerequisite(s): MNGT 201 or MNGT 305.

MNGT 445 - International Business

Credits: 3

International and cross-cultural study of business decisions, enterprises, markets, and institutions. Examines globalization of industries and firms' competitiveness. Discusses international business transactions and entry strategies. Prerequisite(s): ECON 241, MNGT 305, MKTG 305, FIN 305.

MNGT 452 - Policy Formulation and Implementation

Credits: 3

This capstone course requires students to develop interdisciplinary solutions for addressing contemporary business problems. In addition to integrating the major fields of business (accounting, finance, marketing, management, computer information systems), this course requires students to address a variety of different topics, such as social issues, diversity, environmental concerns, global/cultural differences, ethics, economics, critical thinking, problem identification, problem solving, communication skills, quantitative analysis, technology, current events, and politics. Through the use of cases, presentations, written projects, class discussions, lectures, and current periodicals, students are exposed to the complexities of conducting business in a changing world. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): MNGT 305, FIN 305, MKTG 305 and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MNGT 455 - Small Business Consulting

Credits: 3

Application of business principles to the operation of small business firms; includes emphasis on management functions, elements of the marketing mix, business practices, and problem solving. Students in teams of two to five are assigned as a counseling unit to a small business firm requesting management counseling. Prerequisite(s): MNGT 305, FIN 305, MKTG 305, and senior standing.

MNGT 601 - Human Resource Management

Credits: 3

A study of human resource management activities such as selection, performance management, compensation and reward systems, career development, diversity management, and employment law. Particular emphasis will be placed on strategic

implications of human resource management. Format will involve extensive discussion and experiential learning. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MNGT 611 - Leadership Skills and Organizational Behavior

Credits: 3

A highly interactive and experiential class focusing on the development of management and leadership skills. The class focuses on organizational behavior issues and on developing a student's professionalism in the following areas: oral, written, and interpersonal communication, group dynamics, team building, creative problem solving, information and communication technology, change management skills, and the roles of leaders in a dynamic work environment. Prerequisite(s): [(ACCT 201, grade of C or better and ACCT 202, grade of C or better) or ACCT 501, grade of GC or better] and [(ECON 208, grade of C or better and ECON 209, grade of C or better) or ECON 501, grade of GC or better] and ECON 265, grade of C or better; and FIN 305, grade of C or better; and MKTG 305, grade of C or better; and DSCI 351, grade of C or better. Admission to the MBA program is required. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MNGT 681 - Strategic and International Management

Credits: 3

Includes the development of an executive managerial perspective. The primary purposes of the course are to develop the ability to analyze complex corporate problems from a global perspective, and an awareness of the impact of changing business conditions and government policies on global organizations. Examines the globalization of industries and firm competitiveness. The format of the class involves the use of cases to assist students in the application of theory. Prerequisite(s): ACCT 601, BLAW 618, CIS 601, DSCI 601, ECON 601, FIN 601, MKTG 601, MNGT 601, and MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MNGT 699 - Independent Study

Credits: 3

Supervised study or research in a specific area of management. A study of cases to develop overall managerial perspective, the ability to analyze complex corporate problems, and an awareness of the impact of changing business conditions and government policies. Prerequisite(s): consent of MBA director.

MKTG 201 - Introduction to Marketing

Credits: 3

An introductory course designed to apply the marketing process to the specific interests of associate degree candidates and non-business majors. Emphasis upon retailing, personal selling, advertising, and marketing strategy. (Not open to College of Business majors in baccalaureate programs.) Prerequisite(s): PSY 201 and sophomore standing.

MKTG 305 - Principles of Marketing

Credits: 3

A general survey of the entire field of marketing. Attention is given to the management of the marketing efforts of the individual firm. Emphasis is on the role of the marketing environment, understanding markets and customers, and decision making regarding products, pricing, distribution, and promotion. Prerequisite(s): ACCT 201 and ACCT 202*, ECON 208 and ECON 209*, PSY 201, and junior standing. (Courses marked * may be taken concurrently with MKTG 305.) **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MKTG 313 - Services Marketing

Credits: 3

Emphasis is placed on the role of services in today's economy. The differences in marketing goods and the marketing of services is stressed. Strategy development for a wide variety of services including financial, medical, and entertainment is highlighted. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 332 - Consumer Behavior

Credits: 3

An interdisciplinary approach to the analysis and interpretation of consumer buying habits and motives, and the resultant purchase of goods and services. The purchaser's psychological, economic, and sociocultural actions and reactions are stressed. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 334 - Promotional Strategy

Credits: 3

An examination of the promotional techniques available to marketing management. Emphasis is given to market analysis and to the communication process providing the means by which products can be effectively promoted. The specific tools of personal selling, advertising, sales promotion, and publicity are examined as components of overall marketing strategy. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 342 - Business and Industrial Marketing

Credits: 3

An examination of the marketing function within organizations marketing goods and/or services to other organizations (rather than final consumers). Major emphasis on business buyer behavior and the business marketing environment as key factors

shaping business marketing strategy development, planning, implementation, and control. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 344 - Personal Selling

Credits: 3

Study of the sales function in a marketing organization, development of techniques for making an effective sales presentation, and developing and maintaining account relationships. The course also will review major sales management functions including organization, allocation, recruitment, selection, training, motivation, compensation, and sales force evaluation and control.

Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 355 - Interactive Marketing

Credits: 3

This course focuses on the integration of state-of-the-art interactive technologies into the design and implementation of marketing programs for the new millennium. The functions of market identification through customer analysis, and the planning and implementation of conception, pricing, promotion and distribution of ideas, goods, and services to satisfy the market benefit immensely from the capabilities of the rapidly developing information technology (IT) infrastructure. The course also includes introduction into different techniques for differentiating products and services and developing systems to focus on the market niche, establishing interactive links to customers, retrieving online information from customers, and using data mining for market research. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 438 - Marketing Research

Credits: 3

The systematic, objective, and exhaustive search for and analysis of data relevant to problems in the field of marketing. Attention is given to marketing research procedures such as project design, sampling, data collection, data analysis, and reporting. Management's treatment of and reliance upon this important marketing tool are considered. Prerequisite(s): ECON 265, MKTG 305, and senior standing.

MKTG 443 - Tourism and Leisure Marketing

Credits: 3

The application of marketing theories and practices to the leisure and tourism industries. Emphasis will be placed on the psychology of leisure pursuits and tourism. Discussions will include, but not be limited to, sports marketing, the marketing of destinations/events, and travel psychology. Prerequisite(s): MKTG 305 or MKTG 201; MKTG 313 or MKTG 332.

MKTG 444 - Sales Management

Credits: 3

The course is designed to help students prepare to face the changing sales environment of many organizations, brought by fierce global competition. Students are introduced to sales management concepts, terms, and the management of field sales forces. The course will highlight the broad domain of sales management, skills to handle increasing demands of buyers, and career opportunities in sales management. The course will provide students with an appreciation of the ethical issues involved with sales management. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 447 - Retailing Policy and Management

Credits: 3

Policies, practices, and problems of efficiently operated retail stores, including the study of such areas as store location, layout, organizations, merchandise planning and control, pricing, buying, and sales promotion. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 448 - Marketing Management

Credits: 3

Application of problem solving in the area of marketing management, emphasizing planning the marketing effort, management of the marketing organization, and control of marketing operations. Prerequisite(s): completion of at least nine hours in marketing and senior standing.

MKTG 461 - Seminar in Integrated Marketing Communications

Credits: 3

Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Team project required. Prerequisite(s): senior standing and either ADV 101 or PRL 101 and either MKTG 201 or MKTG 305. Cross-Listed: Corss-listed with PRL 461 and ADV 441.

MKTG 471 - International Marketing

Credits: 3

The whole of enterprise, comparative marketing, and transport institutions and systems in selected foreign countries and the United States. The managerial and operational problems of world enterprise, with emphasis on the role of ethnic and cultural differences in influencing marketing strategy. Case studies will be used. Prerequisite(s): MKTG 201 or MKTG 305.

MKTG 475 - Seminar in Contemporary Marketing Problems

Credits: 3

Individual investigation of selected marketing problems of contemporary significance will be analyzed and related to assigned readings and current periodical literature. Case studies and field trips also will be used to acquaint the student with actual practices currently employed in marketing. Prerequisite(s): MKTG 305.

MKTG 490 - Individual Study in Marketing

Credits: 1-3

Research and reading in the student's major area of interest. May be taken on an arranged basis upon approval of the College of Business dean and the instructor. Prerequisite(s): MKTG 305. Repeatability: Repeatable for up to three hours.

MKTG 601 - Marketing Strategies

Credits: 3

Analysis and control of the key marketing variables to develop successful strategic marketing plans. Emphasis on the major components of marketing strategy; establishment of overall corporate objectives; analysis of strategic business units; identification of creative alternatives; and examination of company, target market, and competitors. Views strategy formulation from the global and managerial perspectives. Examines significant marketing strategies and applies them to practical analysis of established marketing cases dealing with new and established product management, pricing, channels, and promotional aspects. Prerequisite(s): MNGT 611. Open only to MBA majors. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

MKTG 699 - Independent Study

Credits: 1-3

Supervised study or research in a specific area of marketing. Prerequisite(s): consent of MBA director.

MATH 100 - Intermediate Algebra

Credits: 3

Concepts from elementary algebra, functions, properties of exponents, operations with polynomials, rational and algebraic expressions, and solutions to equations and inequalities. Prerequisite(s): GENS 097 (grade of B or better) or satisfactory placement score. This course does not satisfy the A2 category of the University Core Curriculum. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

MATH 101 - Intermediate Algebra Supplement

Credits: 1

This course is a supplement to MATH 100; topics include concepts from elementary algebra. Concurrent enrollment in the corresponding section of MATH 100 is required. This supplemental course is mandatory for students who have not been successful (C or better) in MATH 100 after having attempted it twice or for students who were placed into GENS 097 and did not pass it on the first attempt. This course does not satisfy the A2 component of the University Core Curriculum. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

MATH 103 - Mathematics for Elementary Teachers I

Credits: 3

This course is the first course in a two-course sequence designed to enhance the conceptual understanding and processes of the common content in elementary mathematics curricula. Topics include problem solving, counting, the structure of the decimal system and procedural and conceptual understanding of the four basic operations on whole numbers, decimals and fractions. The use of manipulatives and technology will support learning and teaching in these and other topics studied. Enrollment is only open to students seeking a degree in elementary education or a related degree. This course does not satisfy the A2 category of the University Core Curriculum. Prerequisite(s): C or better in MATH 100 or satisfactory placement score.

MATH 107 - Fundamentals of Mathematics for Nursing

Credits: 4

This course focuses on understanding the mathematics required for nursing. Topics include algebraic concepts and procedures (equations, ratios, proportions, percentage problems, formulas, logarithmic calculations), geometric concepts and procedures (systems of measurements and conversions, area, volume), problem-solving techniques (modeling, dosage calculations, flow-rate calculations, angle measurements) and an introduction to statistical methods and procedures (measures of central tendency, constructing and interpreting graphs, range, standard deviation and coefficient of variation, normal distributions). This online course is open only to persons with an Associate's Degree in nursing who have completed at least one semester of intermediate algebra and who are seeking a BS or MS degree in nursing. Meets The University Core Curriculum A2: Mathematics category. Meets IN Statewide Core.

MATH 108 - Survey of Mathematics

Credits: 4

A survey of contemporary topics in mathematics designed to introduce students to thinking processes developed in mathematics. Scientific calculators will be used. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 100 (grade of C or better) or satisfactory placement score. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

MATH 111 - College Algebra

Credits: 4

Topics to be emphasized include polynomials, rational algebraic expressions, graphs, inequalities, theory of equations, and matrices. Special attention is focused on functions and the utilization of appropriate technology. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 100 (grade of C or better) or satisfactory placement score. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IMA 1601.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MATH 112 - Trigonometry

Credits: 3

Emphasis is placed upon trigonometric functions, their properties, applications, and graphs, as well as trigonometric identities, solutions of triangles, trigonometric equations and vectors. This course does not apply toward the major or minor in mathematics nor meet the A2 category of the University's Core Curriculum. Prerequisite(s): MATH 100 (grade of C or better) or satisfactory placement score. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IMA 1608.* Note: A TI-83, TI-83 Plus, or TI-84 graphing calculator is required for this course. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MATH 115 - Pre-Calculus Mathematics

Credits: 3

Advanced topics in algebra plus selected topics in trigonometry and elementary functions (polynomials, rational, algebraic, exponential, logarithmic, and trigonometric) are studied with emphasis upon notation, properties, operations, and graphs of functions and their inverses. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 111 (grade of C or better) or satisfactory placement score. Students with minimal knowledge of trigonometry may enroll concurrently in MATH 112. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MATH 118 - Comprehensive Pre-Calculus

Credits: 5

This course is designed for students planning to enroll in MATH 230 - Calculus I. The study of functions (polynomial, rational, exponential, logarithmic, algebraic, and trigonometric) forms the foundation for this course. This course will promote the development of algebraic and analytic skills as well as conceptual understanding. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 100 (grade of B or better) or MATH 111 or satisfactory placement score. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MATH 122 - Analytic Geometry

Credits: 4

Emphasis is placed on two- and three dimensional coordinate geometry, lines, circles, conic sections, planes, spheres, surfaces, and basic properties of vectors. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 111 and MATH 112 (grades of C or better), or satisfactory placement score.

MATH 202 - Mathematical Concepts for Preschool through Primary Teachers

Credits: 4

This course includes extensions of the fundamental concepts studied in MATH 103 with emphasis on the procedures as they relate to the early-elementary student. Topics include processes in advanced counting, the four basic operations, elementary fractions, decimals, probability, statistics, angles and other geometric concepts beyond shapes. The use of manipulatives and technology will support the teaching and learning for this course. Enrollment is open only to students in the Early Childhood Program. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 103 (grade of C or better).

MATH 203 - Mathematics for Elementary Teachers II

Credits: 4

This course is the second in a two-course sequence designed to enhance the conceptual understanding and processes of the common content in elementary mathematics curricula. Topics include proportional reasoning, algebraic reasoning, geometry, measurement, data analysis, and probability. The use of manipulatives and technology will support learning and teaching of the topics studied. Enrollment is only open to students seeking a degree in elementary education or a related degree. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 103 (grade of C or better).

MATH 213 - Algebraic Concepts for Teachers

Credits: 3

This course is designed to develop conceptual understandings for topics in algebra and number theory. The study of sequences, the binomial theorem, fundamental theorem of arithmetic, modular arithmetic, systems of linear equations, matrix arithmetic and algebra, and matrices will be covered in this course; the use of manipulatives and technology will support the teaching and learning of these topics. Prerequisite(s): MATH 111, MATH 115 or MATH 118 with a grade of C or better, and MATH 203 with a grade of C or better.

MATH 215 - Survey of Calculus

Credits: 3

An introduction to calculus and its applications in business, economics, and the social sciences. Not applicable to the mathematics major or minor; this course is applicable to the elementary and junior/middle school math minor. Meets The

University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 111 (grade of C or better). *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IMA 1604.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MATH 230 - Calculus I

Credits: 4

The theory of limits, differentiation, successive differentiation, the definite integral, indefinite integral, and applications of both the derivative and integral. Meets The University Core Curriculum A2: Mathematics category. Prerequisite(s): MATH 115 (grade of C or better), MATH 118 (grade of C or better), or satisfactory placement score. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MATH 235 - Calculus II

Credits: 4

Integrating and differentiating transcendental functions, applications of the integral, numerical integration techniques, and infinite series. This course satisfies the A2 category of the University Core Curriculum. Prerequisite(s): MATH 230 (grade of C or better) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IMA 1603.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

MATH 236 - Geometry and Measurement for Teachers

Credits: 3

The course will provide opportunities to gain a deeper understanding of geometry as a study of size, shape and properties of space; a tool for problem solving; and a way of modeling physical situations. Topics include the study of logic, polygons, solids, Euclid's postulates, congruent figures, similarity, rigid motion and symmetry, vectors and transformation, and other geometries; the use of manipulatives and technology will support the teaching and learning of these topics. Prerequisite(s): MATH 111, MATH 115 or MATH 118 with a grade of C or better, and MATH 203 with a grade of C or better.

MATH 238 - Data Analysis and Probability for Teachers

Credits: 3

This course is designed to develop conceptual understanding for topics in data analysis and probability. The study of selecting and using appropriate statistical methods to analyze data, the developing and evaluating of inferences and predictions that are based on data, and the applying of basic concepts of probability will be covered in this class. The use of manipulatives and technology will support learning and teaching of the topics studied. Prerequisite(s): MATH 213 with a grade of C or better.

MATH 241 - Principles of Statistics

Credits: 3

A terminal course for non-mathematics majors and minors. Tabular and graphical representation of statistical data, measures of central tendency and dispersion, probability, sampling, statistical inference, simple correlation, and regression. Prerequisite(s): MATH 111 or higher. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MATH 253 - Principles of Mathematical Logic

Credits: 3

Includes introductory topics in mathematical logic, combinatorics, analysis, mathematical proof, and problem solving. This course satisfies the A2 category of the University Core Curriculum. Prerequisite(s): Satisfactory placement score or MATH 111. May be taken concurrently with MATH 230. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MATH 291 - Mathematics for Secondary Teachers

Credits: 3

This course was designed to enhance the conceptual and procedural understandings of the mathematics that is taught at the secondary level—number theory, algebra, geometry, functions, probability and statistics. Concepts and problems will be viewed from an advanced perspective where the students will investigate alternate definitions and approaches to mathematical ideas; consider proofs, extensions and generalizations of familiar theorems; investigate multiple approaches to problem solving, and study connections between topics from different courses. Understanding and communication of mathematical concepts and processes will be emphasized; the use of technology and manipulatives will be used when appropriate. This course will not serve as an upper-level mathematics elective for the major or minor in mathematics. Prerequisite(s): MATH 253, grade of C or better.

MATH 323 - College Geometry

Credits: 3

An introduction to the foundations of geometry. Topics from finite, Euclidean, and non-Euclidean geometries are explored. Properties of polygons, convexity, and various geometric shapes are explored. Prerequisite(s): MATH 235. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MATH 331 - Mathematical Models with Applications

Credits: 3

Techniques from algebra, calculus, probability, and other areas of mathematics are employed to solve problems arising in the biological, physical, and social sciences. Prerequisite(s): MATH 230 or consent of instructor.

MATH 335 - Calculus III

Credits: 4

Vectors in two- and three-dimensions, surfaces and space curves, partial differentiation, multiple integration with applications of each. This course satisfies the A2 category of the University Core Curriculum. Prerequisite(s): MATH 235 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MATH 353 - Discrete Mathematics

Credits: 3

Topics in discrete methods, combinations, graph theory, and finite algebraic structures will be studied. The applications of these topics in computer science, physical and life science, as well as in social sciences makes the course valuable for students in many majors. Prerequisite(s): MATH 253.

MATH 362 - Linear Algebra

Credits: 3

Systems of linear equations, vector spaces, basic properties of matrices and determinants, linear transformations on a vector space, and canonical representations of a linear transformation. Prerequisite(s): MATH 335. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MATH 366 - Differential Equations

Credits: 3

Differential equations provides an introduction to solutions of ordinary differential equations with applications. Topics include first-order differential equations, second and higher order linear differential equations including the method of Laplace transform and linear systems of differential equations. Prerequisite(s): MATH 335 (may be taken concurrently). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F, Su.

MATH 375 - Interest Theory and Mathematical Finance

Credits: 4

This course is an introduction to interest theory and mathematical finance. Topics include calculation of interest and yield rates; present, future, discounted and accumulated values; and time intervals involved in cash flow transactions. Both continuous and discrete time models will be considered. This course provides the basic foundation for Exam FM administered jointly by the Society of Actuaries and Casualty Actuarial Society. This course does not satisfy the requirements for a degree in mathematics. Prerequisite(s): MATH 235 (grade of C or better).

MATH 391 - The Teaching of Mathematics in Grades 5-12

Credits: 3

This course is designed to develop the pedagogical content knowledge and instructional practices necessary to teach mathematics in grades 5-12. Topics will include lesson planning, the use of technological and manipulative tools in the teaching and learning of mathematics, assessment methods, theories of learning mathematics, mathematical misconceptions of students in grades 5-12, and current research in mathematics education. This course will not serve as an upper-level mathematics elective for the major or minor in mathematics. Prerequisite(s): MATH 291, C or better, MATH 323, C or better and junior status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MATH 392 - The Teaching of Elementary School Mathematics

Credits: 3

The materials, devices, and methods of teaching mathematics in the elementary schools. Prerequisite(s): MATH 203 (grade C or better) and admission to Teacher Education Analysis Phase.

MATH 393 - Pedagogical Knowledge for Teaching Mathematics

Credits: 3

This course is designed to provide students interactive experiences to design and enact mathematics instruction in grades K-8 and to assess the development of the mathematics learners. Prerequisite(s): MATH 392 with a grade of C or better.

MATH 410 - Introduction to Analysis

Credits: 3

A study of the real number system as a complete ordered field, completeness properties and their equivalences, function of a single real variable, continuity differentiability, uniform continuity, and the Riemann integral. Prerequisite(s): MATH 335.

MATH 411 - Theory of Numbers

Credits: 3

Math 411, Theory of Numbers is an introduction to classical number theory. This course studies the fundamental properties of the integers and the solution of linear and quadratic equations over the integers. Topics include prime factorization, congruences, Diophantine equations, the theorems of Fermat and Euler, and quadratic reciprocity. The course is rich in material useful for the secondary teacher of mathematics. Prerequisite(s): MATH 253 and MATH 335

MATH 412 - Modern Abstract Algebra I

Credits: 3

Abstract Algebra offers an introduction to the main ideas of abstract mathematics and algebraic structures. The primary focus of this course will be group theory with an introduction to ring and field theory. Emphasis of the course is placed on the writing and critiquing of mathematical proofs concerning algebraic structures. Prerequisite(s): MATH 253 and MATH 362. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

MATH 414 - Modern Abstract Algebra II

Credits: 3

Rings, integral domains, fields, quaternions, including discussions of characterizations of integers, embedding theorems, polynomials, and extension fields. Prerequisite(s): MATH 412.

MATH 426 - Point Set Topology

Credits: 3

Definition and properties of a topological space; continuous functions, and homeomorphisms, various topological properties such as compactness, separation, and connectedness; metric spaces. Prerequisite(s): MATH 253 and MATH 335.

MATH 432 - Advanced Calculus

Credits: 3

Functions of several variables, transformations, multiple integrals, line and surface integrals, infinite series. Prerequisite(s): MATH 335.

MATH 434 - Advanced Differential Equations

Credits: 3

Advanced Differential Equations continues the study of differential equations. Topics include systems of ordinary differential equations, boundary value problems, non-linear and partial differential equations. An emphasis is placed on theoretical understanding of differential equations and their solution using numerical and approximation techniques. Prerequisite(s): MATH 362 and MATH 366.

MATH 436 - Intermediate Statistics and Quality

Credits: 3

This course will include topics such as multiple regression, regressor significance tests, variable selection methods model adequacy and complications caused by multicollinearity. Additional topics will be Analysis of Variance (ANOVA), statistical quality control and nonparametric statistical methods. This course will not satisfy one of the upper-level math electives. Prerequisite(s): MATH 438 and MATH 441 or ENGR 305.

MATH 437 - Numerical Analysis

Credits: 3

A survey of current methods in numerical analysis. Topics will include polynomial approximation and interpolation, numerical differentiation and integration, numerical solutions of differential equations, functional approximation, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prerequisite(s): MATH 335. Cross-Listed: (Dual listed as CS 437)

MATH 438 - Theory of Probability

Credits: 3

Probability theory as applied to mathematical models of random events, independent and dependent events, numerical-valued events, mean and variance of a probability law, normal and Poisson probability laws, and random variables. Prerequisite(s): MATH 335. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

MATH 441 - Mathematical Statistics

Credits: 3

Basic empirical and theoretical frequency distributions, analysis of variance, elementary sampling theory, hypothesis testing, confidence intervals, statistical inference, correlation, and regression. Prerequisite(s): MATH 335 and MATH 438. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

MATH 475 - Regression and Time Series

Credits: 3

This course is an introduction to regression and time series. Topics related to regression include simple and multiple regression, hypothesis testing, confidence and prediction intervals, model building and diagnostic checking. Topics related to time series include non-seasonal and seasonal time series, autocorrelation, Box-Jenkins models, parameter estimation, diagnostic checking, and forecasting. Prerequisite(s): MATH 438 or consent of instructor.

MATH 492 - History of Mathematics

Credits: 3

An examination of the historical development of the main concepts, techniques, and areas of mathematics along with the originating cultures and key personalities. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): MATH 412. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

MATH 499 - Special Topics in Mathematics

Credits: 1-3

By consent of instructor and approval of the chair of the mathematics department. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

MATH 601 - Using the Graphing Calculator in the School Curriculum

Credits: 1

In this 24-hour workshop participants will develop a better understanding of graphing technology while considering the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extreme values, slope, translations, rational and trigonometric functions, asymptotes, statistical menus and data, exponential and logarithmic functions. Problem solving and programming will be included throughout.

MATH 602 - Concepts and Practices in General Mathematics

Credits: 3

A practical approach to the development of programs, methods of motivation, and mathematical concepts for the teacher of general mathematics. Prerequisite(s): 15 hours of math, including calculus.

MATH 603 - Fundamental Concepts of Algebra

Credits: 3

The conceptual framework of algebra, recent developments in algebraic theory and advanced topics in algebra for teachers and curriculum supervisors. Prerequisite(s): 24 hours of math, including calculus.

MATH 604 - Fundamental Concepts of Geometry

Credits: 3

The conceptual framework of many different geometries, recent developments in geometric theory, and advanced topics in geometry for teachers and curriculum supervisors. Prerequisite(s): 24 hours of math, including calculus.

MATH 605 - Problem Solving in Mathematics

Credits: 3

Theory and practice in mathematical problem-solving; exploration of a variety of techniques; and finding solutions to problems in arithmetic, algebra, geometry, and other mathematics for teachers of mathematics and curriculum supervisors. Prerequisite(s): 24 hours of math, including calculus.

MATH 606 - Data Analysis and Probability for Teachers of Middle-Level Mathematics

Credits: 3

This course is designed to enhance the understanding of data analysis and probability of middle-level teachers of mathematics. Topics for study include: selecting and using appropriate statistical methods to analyze data, developing and evaluating inferences and predictions that are based on data, and understanding and applying the basic concepts of probability. Pedagogical strategies for the teaching and learning data analysis and probability will be incorporated into the study of these topics.

MATH 611 - Introduction to Analysis for Secondary Teachers

Credits: 3

A study of continuity, differentiability, and integrability of a function of a real variable particularly as these properties appear in the secondary school mathematics curriculum. Prerequisite(s): at least an undergraduate minor in mathematics.

MATH 613 - Algebra and Functions for Teachers of Middle-Level Mathematics

Credits: 3

This course is designed to deepen teachers of middle level mathematics understanding of algebra through the study of patterns, symbolic language, problem solving, functions, proportional reasoning, generalized arithmetic, and modeling of physical situations. Pedagogical approaches to students' learning of algebra will be incorporated into the study of these topics.

MATH 614 - Basic Topics in Mathematics for the Elementary Teacher

Credits: 3

For the elementary teacher who needs to have a better understanding of mathematical content. Sets, numeration systems, and algorithms for computation are studied in conjunction with a logical but non-rigorous development of the real numbers.

MATH 621 - Technology for Teaching Mathematics

Credits: 3

This course was designed to facilitate the teacher of mathematics in the use of technology. Graphing utilities and calculator based laboratories through the study of the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extrema, slope, translations, rational and trigonometric functions, asymptotes, statistical menus, regression equations, data collection and analysis, parametric equations, exponential and logarithmic functions, problem solving and programming.

MATH 624 - Intermediate Topics in Mathematics for the Elementary Teacher

Credits: 3

Topics included are an intuitive study of geometric figures, measurement, basic algebra and functions, and the rudiments of statistics and probability. Designed for the elementary teacher who needs a better understanding of mathematical content.

MATH 636 - Geometry and Measurement for Teachers of Middle-Level Mathematics

Credits: 3

This course will provide opportunities for teachers of middle-level mathematics to enhance their understanding of geometry as a study of size, shape, and properties of space; as a tool for problem solving; and as a way of modeling physical situations. This course will also address connections between geometry and other mathematical topics; historical topics relevant to geometry in the middle grades; and pedagogical approaches to students' learning of geometry.

MATH 638 - Fundamental Models in Statistical Inference

Credits: 3

This class emphasizes the study of probability models that form the basis of standard statistical techniques. Statistical techniques considered include inferences involving measures of central tendency and measures of variability, linear regression model estimation and goodness of fit hypothesis testing. Prerequisite(s): at least an undergraduate minor in mathematics.

MUS 161 - Music Theory I

Credits: 3

The fundamentals of music theory through part-writing and analysis. Course content includes key signatures, scales, intervals, triads, and an introduction to figured bass.

MUS 162 - Music Theory II

Credits: 3

A continuation of MUS 161 emphasizing inversions of triads, the dominant seventh chord, non-harmonic tones, and elementary modulations through part-writing, composition, and analysis with and without figured bass. Prerequisite(s): MUS 161 or permission of the instructor.

MUS 171 - Aural Skills I

Credits: 1

This course offers a practical application of the materials studied in MUS 161 and provides the necessary drill in the skills of sight-singing, aural perception, and the dictation of music.

MUS 172 - Aural Skills II

Credits: 1

This course offers a practical application of the materials studied in MUS 162 and provides the necessary drill in the skills of sight-singing, aural perception, and dictation of music. Prerequisite(s): MUS 171.

MUS 181 - Class Piano I

Credits: 1

This course provides a comprehensive introduction to piano performance, functional keyboard skills, and the keyboard literature of beginning piano students. Focus will be given to major scales, primary chord progressions, melodic harmonization, and performance of recital repertory relevant to the course objectives.

MUS 182 - Class Piano II

Credits: 1

The second course in the Class Piano sequence, MUS 182 provides a comprehensive introduction to piano performance, functional keyboard skills, and keyboard literature of beginning piano students. Focus will be given to major and minor scales and their inversions, primary chord progressions in root and inverted positions, melodic harmonization, and performance of repertory relevant to the course objectives. Prerequisite(s): MUS 181 or permission of the instructor.

MUS 200 - USI Chamber Choir

Credits: 2

A select touring choir devoted to performance of an eclectic repertory of choral literature for mixed voices (S.A.T.B.). This course will focus on the development of vocal technique, performance practices, and will culminate with several performances throughout the year. Prerequisite(s): audition and consent of instructor. Repeatability: A maximum of 18 hours of credit may be earned in choral ensembles.

MUS 202 - Introduction to Music

Credits: 3

A basic survey of the media elements and organizational patterns of the art of music. Meets The University Core Curriculum B2: The Arts category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IFA 1330.* Meets IN Statewide Core.

MUS 210 - Applied Voice

Credits: 1

One thirty-minute weekly private instruction in the area of applied voice with an emphasis on vocal performance, technique, vocal health, and the performance of Classical art song, sacred song, folk song, and Broadway musical standards.

MUS 219 - USI Women's Choir**Credits: 1**

A select group devoted to the performance of standard choral repertory for women. This ensemble will focus on the development of vocal technique beginning with the simplest part-songs and progressing through more difficult choral works. This course will culminate in a choral performance near the end of the semester. Prerequisite(s): audition and consent of the instructor. Repeatability: A maximum of 18 hours of credit may be earned in choral ensembles.

MUS 251 - Music and Movement in Elementary Schools**Credits: 3**

Develops appreciation and skills in music as applied by the middle-level education major in voice, keyboard, and recorded musical materials. Comparative study will be pursued in the areas of integrated curriculum and methodology presently used in the instruction of music and movement in grades three through six. Guided field experience. Prerequisite(s): EDUC 196.

MUS 290 - USI Jazz Ensemble**Credits: 2**

A select ensemble consisting of any combination of jazz players from a small combo up to a full jazz "big band." The purpose of this course is to educate players in the area of jazz realization and improvisation through the study of standard repertory, improvisation texts, listening assignments, and rehearsal. This ensemble will perform regularly throughout the year. Prerequisite(s): audition and consent of the instructor.

MUS 381 - Music History I**Credits: 3**

A study of the development of Western music from antiquity through the end of its Baroque period (1600-1750). Emphasis will be placed on developing a thorough knowledge of music literature, cultural history, compositional styles, and the composers who shaped the music of this time. Prerequisite(s): Junior standing or consent of instructor

MUS 382 - Music History II**Credits: 3**

A study of the development of Western Music from its Classical Period (1750-1800) through the Modern Age with some examination of contemporary trends. Emphasis will be placed on developing a thorough knowledge of music literature, compositions, cultural history, and the composers who shaped the music of this time. Prerequisite(s): Junior standing or consent of instructor

MS 101 - Fundamental Military Concepts**Credits: 1**

The course introduces students to the basic officer competencies, establishes a firm foundation for continued study in higher ROTC courses, and instructs basic life skills pertaining to personal fitness and interpersonal communication skills. Students will be introduced to the U.S. Army values, national values, and expected ethical behavior. Students will be exposed to the unique duties and responsibilities of officers and the expectations of selfless service, dedication, and duty to the nation. Designed to introduce basic soldier skills and squad-level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

MS 102 - Basic Leadership**Credits: 1**

Examines the leadership process as affected by individual differences and styles, group dynamics, and personality behavior of leaders. Will introduce a generic model of problem solving. Teaches the basic skills that underlie effective problem solving in different work environments. Instructs how to relate the problem-solving model and basic problem solving skills to the resolution of military problems. Students will experience an introduction of fundamental leadership concepts and examine factors that influence leader and group effectiveness. Designed to teach basic soldier skills and squad level tactical operations. Student involvement in briefings and hands on practical exercises. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

MS 201 - Advanced Leadership and Management**Credits: 2**

Develops basic leadership abilities and management skills through instruction and hands on practical exercises. Introduces principles and techniques of effective written and oral communication. Teaches practical leader skills and examines the principle of subordinate motivation and organizational change. Students will apply leadership and problem solving to a complex case study/simulation. Class is designed to develop individual team skills, decision-making abilities, and test basic tactical proficiency skills as well as improve planning and organizational skills both in and out of the classroom environment. Teaches hands-on

soldier skills and squad-level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MS 202 - Leadership, Tactics and Officership

Credits: 2

Further develops leadership skills by focusing on conventional basic squad and small unit tactics and introduces students to the basic tactical principles of maneuver. Examines the roots of national and Army values and better citizenship. Allows students to apply principles of ethical decision-making and resolve ethical issues in case studies. Examines the legal and historical foundations and duties and function of the Army officer. Students will analyze the roles officers played in the transition of the Army from the Vietnam Conflict to the 21st Century. Teaches basic soldier skills and squad-level tactical operations. Special attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MS 204 - Leader's Training (Basic Camp)

Credits: 4

Conducted at Fort Knox, Kentucky, home of the United States Armor Branch, during the summer months, covering a training period of approximately 30 days of paid training and excitement. The Department of Military Science ROTC battalion provides travel to and from Fort Knox. While at camp you will meet students from all over the nation while earning approximately \$800 in pay and receive free room and board while at camp. While at camp, you may apply for a two-year ROTC scholarship to cover up to \$16,000 at selected high-cost universities to pay for your remaining two years of college, \$510 annually for books, and earn a monthly stipend of over \$200 for 10 months per year. The Basic Camp is a way to catch up on missed Military Science courses in order to qualify the student to contract into the Advanced ROTC Course at USI. Prerequisite(s): departmental approval. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

MS 241 - U.S. Military History I (1740-1900)

Credits: 3

The course will focus on U.S. military activity from the French and Indian War through the Spanish American War. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MS 242 - U.S. Military History II (1900-Present)

Credits: 3

The course will focus on U.S. military activity from before WWI through the Persian Gulf War as well as highlighted concepts in contemporary peacekeeping operations. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MS 301 - Small Unit Leadership

Credits: 3

Course is designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as an officer into the Army following graduation from college. Course focus is to build cadet leadership competencies in preparation for attendance and successful completion of ROTC Leader Development and Assessment Course, Ft. Lewis, Washington. Provides an in-depth review of the features and execution of the Leadership Development Program, providing the cadet with periodic assessment of performance in leadership positions. Students will study squad and platoon-level tactics, troop-leading procedures, mission analysis, land navigation skills training, military operations plans and orders development, execution of squad battle drills, and basic briefing techniques. Prerequisite(s): department approval. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MS 302 - Small Unit Operations

Credits: 3

Course is a follow-on module to the MS 301 class, preparing cadets for attendance and successful completion of ROTC Leader Development and Assessment Course, Ft. Lewis, Washington. Focus will center on advanced self-development through the Leadership Development Program and an advanced-learning environment of doctrinal leadership and tactical operations at the small unit level. Cadets will plan and conduct individual and collective skill training for offensive operations and a Field Training Exercise during the spring semester. Cadets will be exposed to the developmental counseling program throughout the course period. Prerequisite(s): MS 301 and departmental approval. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

MS 401 - Leadership, Management, and Ethics

Credits: 3

Course is designed to develop, train, and transition the advanced course graduate from cadet to lieutenant for service as an officer. Cadet will study Army staff organizations, how they function, and the processes of the army's hierarchy organizational structure. Students will learn in-depth counseling responsibilities/methods, officer and non-commissioned officer evaluation report development, officer evaluation report support form development, and training plan development. Course analyzes the legal aspects of decision-making and leadership in action. Course will expose cadets to the foundations of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice. Cadets will receive training on basic leader responsibilities to

foster an ethical command climate and how to meet moral obligations, as well as leader responsibilities to accommodate subordinate spiritual needs. Prerequisite(s): departmental approval. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

MS 402 - Transition to Lieutenant

Credits: 3

Continued advanced development and transition of the advanced camp graduate from cadet to lieutenant for service as an officer. Course is a follow-on module to the MS 401 class. Course will expose cadets to the in-depth study of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice with a hands-on approach with interactive scenarios being utilized in class. Students will undergo hands-on training and instruction in Joint Ethics regulations, joint strategic level operations, study of army administrative and logistics management, in-depth counseling techniques, and duty at first military assignment. Course will cover the Army's training philosophy, METL development, equipment readiness, and rules of engagement during deployment operations. Students also will receive training in personal awareness financial planning. Prerequisite(s): MS 401 and departmental approval. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 246 - Introduction to Professional Nursing

Credits: 5

This course introduces students to essential characteristics of professional nursing practice in today's healthcare system and the interconnected global community. Concepts to be explored include the history and theoretical basis of the nursing profession, the profession as part of a wider healthcare community and delivery system, professional communication, self-understanding and self-care as means to promote health and wellness of self and others. An introduction to the responsibility of self-directed, life-long learning and evidence-based practice is included. An emphasis will be placed on the complexity and holism of culturally sensitive nursing care in relation to the diversity of patients. Prerequisite(s): 50 hours of required non-nursing courses including all science courses. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 247 - Health Assessment

Credits: 3

This course focuses on beginning skill development in the psychosocial and physical assessment of the health status of individuals across the lifespan. Emphasis is on the collection of subjective and objective data, physical examinations and documentation. The importance of culturally sensitive care and evidence-based practice are integrated into all aspects of patient assessment. Prerequisite(s): 50 hours of required non-nursing courses including all science courses. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 353 - Nursing Research

Credits: 3

This course focuses on preparation of the student as a consumer of research. As consumers of research, students learn quantitative and qualitative research methodologies and perform critical review of the research process. Steps of the research process are included with emphasis on critique of published nursing research and research accessed via the Internet. Prerequisite(s): NURS 357 for undergraduate nursing students or HP 302 for RN completion students. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

NURS 356 - Pharmacology for Nurses

Credits: 2

This course provides the student with an introduction to pharmacotherapeutics, safe administration of medications, and medications related to the care of patients with specific disorders. Pharmacokinetic, pharmacodynamics, pharmacogenetics, principles of medication administration, medication terminology, systems of measurement and conversion, and medication calculations are discussed. Drug classifications, actions, side effects, adverse effects, and nursing implications of medication administration are presented. Use of the nursing process to safely administer medications and develop patient education plans is also emphasized. Prerequisite(s): NURS 246 and NURS 247. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NURS 357 - Introduction to Patient Care

Credits: 3

This course explores concepts essential to nursing practice with a focus on nursing interventions. An emphasis is placed on the development of knowledge, competence, communication, and caring with the nurse's professional role. Through class and clinical laboratory experiences, students learn to apply principles of safe and effective nursing care. Prerequisite(s): NURS 246 and NURS 247. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NURS 358 - Nursing Care of Adults I

Credits: 7

This course focuses on the application of the nursing process and further develops cognitive, affective, and psychomotor skills necessary to provide nursing care for adults within a legal, ethical, and culturally sensitive framework. Students will integrate concepts from the sciences, liberal arts and nursing theory as a basis for their nursing practice. Evidence-based practice will be the foundation for providing care to patients on the continuum of illness and wellness. Prerequisite(s): NURS 246, NURS 247, and NURS 357.

NURS 361 - Care of Elders and Families

Credits: 4

This course focuses on the integration of theories of aging, standards of practice, cultural influences, and pertinent public policy into the assessment of and interventions for older adults. Chronicity, caregiving, and end-of-life issues are included. Emphasis will be placed on utilization of evidenced-based practice. Prerequisite(s): NURS 353, NURS 356, NURS 357, and NURS 358. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 363 - Mental Health Nursing**Credits: 4**

This course focuses on therapeutic interaction, emphasizing the communication process and the concept of professional caring. Patterns of human responses associated with mental health and mental illness are examined across the lifespan. Within this framework, human responses to mental health and illness are identified. Students practice the therapeutic use of self, and implement culturally sensitive mental health nursing interventions in multiple clinical settings while utilizing methods of evidenced-based practice. Prerequisite(s): NURS 353, NURS 356, NURS 357, and NURS 358. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 364 - Care of Children and Families**Credits: 4**

This course focuses on the care of the child and adolescent specific to developmental levels. Age-specific culturally sensitive health promotion issues and health problems through theoretical and clinical application are addressed. The course emphasizes the interrelationship of pathophysiology, clinical symptoms and complications, disease-specific assessment, risk factors, nursing process, collaborative management, and expected outcomes. Emphasis will be placed on evidenced-based practice. Prerequisite(s): NURS 353, NURS 356, NURS 357, and NURS 358. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 368 - Nursing Care of the Adult II**Credits: 4**

This course focuses on the utilization of the nursing process as a basis for providing nursing care to adult patients in acute and community-based settings. The role of the nurse as a collaborator in the healthcare team will be emphasized. Students will apply concepts from the sciences, liberal arts, and nursing theory as a basis for their nursing practice. Students will examine culturally sensitive human responses along the continuum of illness and wellness utilizing evidenced-based practice. Prerequisite(s): NURS 353, NURS 356, NURS 357, and NURS 358. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 451 - Transition to Advanced Nursing Practice**Credits: 3**

Preparation of the associate or diploma nurse graduates with clinical experience to enter the advanced practice graduate nurse program is emphasized. The program's philosophy, conceptual framework, and objectives are discussed in relation to contemporary advanced nursing practice and education. Students explore health promotion and assessment, healthcare community and team membership, nursing theory, nursing research, and quality management systems. Prerequisite(s): permission of instructor and/or advisor required. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

NURS 455 - Community Health Nursing**Credits: 4**

This course emphasizes population- focused, community/public health nursing practice. Diverse multicultural, social, and environmental factors that influence population health are studied. Students focus on health promotion, disease prevention, health protection, health teaching and counseling, and coordination of care as the nursing process is applied across the lifespan to patients with multidimensional health needs in a variety of community settings. Prerequisite(s): NURS 361, NURS 363, NURS 364, and NURS 368 for undergraduate nursing students or NURS 451 for RN completion students. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 456 - Nursing of Women and Families**Credits: 4**

This course explores reproduction, pregnancy, selected women's health issues and newborn care through theoretical and clinical application. Individual family and cultural influences are explored as they relate to nursing care of the family unit. Specialized assessment techniques are integrated through clinical practice. Delegation and prioritization of nursing care are emphasized and integrated throughout the course. Prerequisite(s): NURS 361, NURS 363, NURS 364, and NURS 368. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 467 - Professional Nursing and Healthcare Issues**Credits: 3**

This course examines issues related to professional nursing and healthcare from a historical, economic, legal/ethical, global, political, multidisciplinary and multicultural framework. Evidence-based strategies designed to influence organizational, institutional, and governmental decisions impacting nursing and healthcare are discussed. Topics for discussion are selected based upon current issues and trends in nursing practice, nursing education, and healthcare. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): NURS 455, NURS 456, and NURS 468 for undergraduate nursing students or NURS 451 for RN completion students. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp, Su.**

NURS 468 - Nursing Care of Adults III

Credits: 8

This course focuses on human responses to complex, multidimensional health problems of adult patients. The student will study care of the patient across the continuum of acute illness, chronic illness, and rehabilitation. The role of the nurse as coordinator of care will be emphasized. The course examines the interrelationships of pathophysiology, clinical symptoms and complications, risk factors, nursing process, collaborative management, and expected outcomes. Prerequisite(s): NURS 361, NURS 363, NURS 364, and NURS 368. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 470 - Special Topics in Nursing

Credits: 1-3

This course provides the opportunity for analysis and synthesis of concepts and research related to special topics in nursing and healthcare.

NURS 471 - Health Assessment

Credits: 3

This course includes didactic instruction in physical assessment, developmental screening and history taking. Teaching methods include lecture, independent study laboratory and clinical practice.

NURS 472 - Home Health Nursing

Credits: 3

Review concepts pertinent to general nursing practice within the home environment. Theoretical framework relevant to home care for clients using a multidisciplinary approach are examined. Prerequisite(s): permission of instructor.

NURS 474 - Perioperative Nursing

Credits: 3

Explores the role of the perioperative nurse focusing on intraoperative, preoperative and postanesthesia nursing care through various teaching methodologies including clinical activities with preceptor. Prerequisite(s): permission of instructor.

NURS 476 - Cardiovascular Surgical Nursing

Credits: 3

Advanced knowledge and research concerning the care of patients undergoing cardiac surgery is presented. The collaborative role of the nurse while participating in the care of the critically ill cardiac surgery patient is emphasized.

NURS 478 - Rehabilitation Nursing

Credits: 3

This course examines the scope of professional nursing practice in the specialty of rehabilitation nursing. Emphasis will be placed on the diagnosis and treatment of individual and group responses to actual and potential health problems as a result of altered functional ability and altered lifestyle.

NURS 480 - Internship in Community-Based Nursing

Credits: 1-3

This course provides students with an opportunity to increase their understanding of the knowledge, skills, and competencies needed for successful practice in a community-based nursing role. Students will be paired with a community-based preceptor in a clinical setting. Individualized experiential learning opportunities for the student will be identified in collaboration with faculty and preceptor. Current issues related to community-based nursing practice will be addressed.

NURS 482 - Oncology Nursing

Credits: 3

Advanced knowledge of adult oncology nursing is presented. The dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

NURS 484 - Healthcare Outcomes: Integrating Nursing Case Management and Disease Management

Credits: 3

This course investigates the concepts of case management focusing on the policy, economic and care factors that influence positive outcomes for individuals or groups of individuals. Emphasis will be placed on the integration of nursing with case management and disease management concepts.

NURS 488 - Nursing Management in the Care of Adults

Credits: 7

This course involves the application and synthesis of evidence based nursing knowledge within the broader context of the professional role. Culturally sensitive care of adult patients with complex and multidimensional health problems is emphasized. Students will analyze the concept of nursing management and leadership within various healthcare scenarios and settings to discern the impact of professional nursing on patient outcomes and overall quality of care. Prerequisite(s): NURS 455, NURS

456 and NURS 468 for undergraduate nursing students or NURS 451 for RN completion students. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 492 - Clinical Synthesis

Credits: 4

This course provides the RN-BSN student with a concentrated clinical experience designed to expand and synthesize nursing knowledge and evidence-based practice. Students will refine their clinical skills as a critical thinker possessing knowledge and communication skills to problem solve. Students will enhance their clinical skills while effectively using resources and integrating evidence-based practice to provide quality and cost-effective healthcare in varying environment. Prerequisite(s): NURS 353. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

NURS 498 - Internship in Professional Nursing

Credits: 4

This course provides the students with a concentrated clinical experience designed to synthesize nursing knowledge and evidence-based practice. Students will refine leadership and management skills as they function as integral members of the healthcare team. Students provide and coordinate direct care for groups of patients in an approved clinical setting. Seminar discussion topics will be related to current clinical practice issues. Prerequisite(s): NURS 467 and NURS 488 (may be taken concurrently). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 570 - Special Topics in Nursing

Credits: 1-3

This courses studies special topics in nursing and healthcare.

NURS 574 - Perioperative Nursing

Credits: 3

This course explores the advanced role of the perioperative nurse focusing primarily on intraoperative nursing care which includes traditional, endoscopic, and laser surgical procedures in specialty areas and same-day surgery preparation and postanesthesia care. Critical thinking and decision-making skills in perioperative nursing will be enhanced through client teaching, management, and clinical research topics.

NURS 576 - Cardiovascular Surgical Nursing

Credits: 3

This course integrates advanced knowledge and research concerning the care of patients undergoing cardiac surgery for the professional critical care nurse. The course focus is on innovative management of cardiac surgery patients and critical thinking skills with emphasis on the collaborative role of nurses as they participate in the care of the critically ill cardiac surgery patient.

NURS 578 - Rehabilitation Nursing

Credits: 3

This course examines the scope of professional nursing practice in rehabilitation nursing. Emphasis on the diagnosis and treatment of individual and group responses to actual and potential health problems resulting from altered functional ability and altered lifestyle.

NURS 582 - Oncology Nursing

Credits: 3

This course examines the advanced knowledge of adult oncology nursing including the dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

NURS 601 - Roles for Advanced Nursing Practice

Credits: 1

This course is designed to give an overview of the history, scope, and role development of the Nurse Practitioner (NP), Clinical Nurse Specialist (CNS), Nurse Educator, and the Nurse Leader. Focus will be placed on how the evolution of these roles has influenced the development, transition and implementation of today's advanced nursing practice. Professional competencies, educational requirements, and regulatory controls will be discussed.

NURS 602 - Evidence-based Practice for Advanced Nursing

Credits: 3

This course focuses on the application of research and evidence-based practice principles to advanced nursing practice. Using these principles and working individually or in small groups, students critically appraise and synthesize existing literature and design an evidence-based project. Scholarly writing skills will be emphasized. Prerequisite(s): NURS 601 (grade of B or better) and NURS 603 (grade of B or better). Co-Requisite(s) (must be taken at same time as): NURS 603 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NURS 603 - Theoretical Foundations for Advanced Practice Nursing

Credits: 3

This course will prepare participants to synthesize, integrate, and apply nursing theories and theories of related sciences for the

promotion of intercultural awareness and interprofessional collaboration in advanced nursing practice to improve health outcomes. Prerequisite(s): NURS 601 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 604 - Population Based Care and Health Policy

Credits: 3

This course prepares students in advanced nursing practice roles to synthesize global, ecological, and social determinants of health within the context of epidemiology to promote the development and implementation of local, state and federal health policies to improve healthcare outcomes. Prerequisite(s): NURS 601 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp, Su.**

NURS 605 - Healthcare Informatics for Advanced Nursing Practice

Credits: 3

This course focuses on developing the knowledge, skills, and attitudes that enable the learner to utilize information gained from technology to improve healthcare outcomes. Content includes the use of technology for delivering and enhancing patient care; the use of communication technologies to integrate and coordinate care; the use of data management to analyze and improve outcomes; the integration of health information management for evidence-based care and health education; and the facilitation of electronic health records to improve patient care, mitigate error, and support decision making. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), and NURS 604 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

NURS 606 - Nursing Leadership in Healthcare Systems

Credits: 4

This course examines leadership skills needed to assess organizations, identify system's issues and facilitate organization-wide change. Analysis of systems will emphasize ethical and critical decision making, business principles, and outcomes related to patient and organizational expectations. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better) and NURS 605 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp, Su.**

NURS 617 - Advanced Concepts of Pathophysiology

Credits: 3

This course explores the physiological and pathological base for the advanced practice nurse to provide care to children and adults with acute and/or chronic illness. Examines theories and concepts relevant to pathophysiologic processes. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better) and NURS 606 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Su.**

NURS 618 - Advanced Health Assessment for Advanced Practice Nurses

Credits: 3

This course provides didactic instruction and clinical practice in physical assessment, developmental screening, history taking, nursing, and medical diagnosis. Teaching methods include lecture, independent study, laboratory, and clinical practice. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better) and NURS 622 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

NURS 621 - Clinical Pharmacology for Nurse Educators

Credits: 3

This course is designed to provide the graduate nursing education student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanism of action, adverse reactions, patient teaching, and appropriate dosages of drugs. Through the use of a variety of instructional methods, this course prepares students to implement, monitor, and evaluate effective patient pharmacological therapy. Prerequisite(s): NURS 617. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 622 - Clinical Pharmacology for Advanced Practice Nurses

Credits: 3

This course is designed to provide the advanced practice nursing student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanisms of actions, prescriptive drug protocols, adverse reactions, and appropriate dosages. Through the use of variety of instructional methods, this course prepares students to design, implement, monitor, and alter effective patient pharmacological therapy. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), and NURS 617 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 624 - Economic Policies in Nursing and Healthcare

Credits: 3

This course applies economic theories and analytic techniques to resource allocation in nursing and healthcare is discussed. Skill development to analyze healthcare issues from an economic perspective will be emphasized including three fundamental

observations of the world that 1) resources are scarce relative to wants; 2) resources have alternative uses making choice (rationing) necessary and inevitable; and 3) there are significant variations in the relative importance that people attach to wants, making unique solutions unlikely. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 625 - Marketing and Competitive Strategies in Nursing and Healthcare

Credits: 3

This course explores concepts of marketing and competitive strategies are applied to nursing and healthcare organizations. Emphasis is placed on methodologies for developing nursing and organizational strategic marketing plans. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

NURS 628 - Advanced Health Assessment for Nurse Educators

Credits: 3

This course provides didactic instruction and clinical practice in history taking and physical assessment with a focus on enhancing assessment skills required by nurse educators. Teaching methods include lecture, independent study, laboratory, and clinical practice. Prerequisite(s): NURS 621. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 631 - Individual and Group Behavior in Nursing and Healthcare Organizations

Credits: 3

This course presents organizational behavior theories and effective management strategies to lead individuals and groups in healthcare organizations. Traditional and contemporary issues including power, conflict resolution, organizational development, decision-making, and group dynamics will be discussed. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NURS 632 - Administration of Nursing and Healthcare Organizations

Credits: 3

This course examines and applies administrative theories to complex human relationships existing in nursing and healthcare. The course focuses on the nature and make up of organizations, structuring and coordinating work, and the influence of complex systems, community behavior, and internal leadership on the direction and decision-making capacity of healthcare organizations. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NURS 633 - Human Resources Management in Nursing and Healthcare

Credits: 3

This course explores concepts in human resources management as applied to nursing and healthcare organizations will be presented. Specific labor management issues related to nursing and healthcare organizations also will be incorporated. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 634 - Financial Management in Nursing and Healthcare Organizations

Credits: 3

This course applies principles of financial management and reimbursement to nursing and healthcare organizations. Strategic financial planning, financial statement analysis, budgeting, and financial decision-making strategies are presented. Prerequisite(s): completion of NURS 624 preferred. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NURS 635 - Business of Nursing

Credits: 3

This course synthesizes the nurse leader/manager role in the organization through the completion of a major project. Each student will assume the lead role in the development, implementation, and evaluation of an administrative/management project. Prerequisite(s): NURS 634. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NURS 636 - Authentic Leadership Development in Healthcare Organizations

Credits: 3

Integration of the conceptual and practical foundations of authentic leadership at the individual and organizational level is the focus of this course. Students will develop their authentic leadership capabilities to apply authentic leadership principles in the course capstone project and inter-professional evident-based practice. Course content will emphasize authentic leadership development to maximize partnerships for patient and family centered care and safety, teamwork and collaboration, quality improvement, and technology utilization. Prerequisite(s): acceptance in the MSN (Nurse Manager Leader Track) program or other graduate program in the College of Nursing and Health Professions.

NURS 645 - Advanced Nursing Assessment and Intervention I

Credits: 6 (4 didactic; 2 clinical)

Advanced practice management of clients with acute and/or chronic illness in a changing health care delivery system. Emphasis is on the synthesis of psychological, behavioral, social, and physiological theories in the therapeutic management of acute and/or chronic illness, including disease prevention and health promotion. Content is centered on the development of the role of the clinical nurse specialist in the dimensions of clinician, research, educator, consultant, collaborator, and manager. Clinical experiences utilize holistic, research-based nursing therapies to care for individuals, families, and aggregate populations within communities. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), and NURS 622 (grade of B or better).

NURS 646 - Advanced Assessment and Intervention II

Credits: 6

This course further explores the advanced practice management of complex patients with acute and/or chronic illness in a changing health care delivery system. Emphasis is on the synthesis of psychological, behavioral, social, and physiological theories in the therapeutic management of clients with acute and/or chronic illness, including disease prevention and health promotion. Content is centered on developing skills to influence the spheres of nursing and the health care systems.

Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better) and NURS 645 (grade of B or better).

NURS 647 - Advanced Assessment and Intervention Practicum

Credits: 3

The course facilitates the integration of the Clinical Nurse Specialist (CNS credits) role across all spheres of influence. Through the use of specialized practice and application of theoretical knowledge the students provided expert, holistic care to individuals and families while managing nursing and health care systems influences within a specific patient population. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better), NURS 645 (grade of B or better), and NURS 646. (grade of B or better).

NURS 654 - Primary Care Nursing of Families I

Credits: 6

This course focuses on the clinical management of the health/illness status of children, adults, and elders within a family framework. Includes theoretical concepts related to individual development and family function. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices.

Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), and NURS 622 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 655 - Primary Care Nursing of Families II

Credits: 6

This course continues to expand the clinical management of children, adults, and elders within a family framework. Includes theoretical concepts related to the management of families with acute or chronic healthcare crises. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better), and NURS 654 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 656 - Family Nurse Practitioner Practicum

Credits: 6

This course provides an intensive clinical experience in the family nurse practitioner role. Selected preceptorships are designed to maximize individual student learning needs and provide a comprehensive experience to develop expertise in caring for individuals and families. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better), NURS 654 (grade of B or better), and NURS 655 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

NURS 661 - Psychopharmacology

Credits: 2

The focus of this course is on integration of basic neuropharmacology, the effects of psychotropic medications prescribed in practice, and actions of these drugs in the treatment of mental health problems across the lifespan. Basic principles of neuropharmacology, pharmacokinetics, pharmacodynamics, dose-response relationships, and the roles of specific neurotransmitters will be included. Actions of various drugs and effects of those drugs on mood and behaviors will be included. Treatment resistance and noncompliance with psychopharmacologic agents will also be discussed. Prerequisite(s): NURS 601 (grade of B or better), NURS 602 (grade of B or better), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), and NURS 618 (grade of B or better). Co-Requisite(s) (must be taken at same time as): NURS 662.

NURS 662 - Psychiatric Mental Healthcare of Families

Credits: 6

The focus of this course is on theoretical and clinical management of the psychiatric/mental health needs of individuals across the lifespan within the context of a family-based theoretical model. The role of the family psychiatric-mental health nurse practitioner as an independent and interdependent practitioner and performing comprehensive mental health assessments are

primary clinical foci. Participation in mental health assessments, planning care for stabilization of mental health, strategies for mental health promotion, therapies, and mental health education are included in course content. Prerequisite(s): NURS 601 (grade of B), NURS 602 (grade of B), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), and NURS 622 (grade of B or better). Prereq or Coreq: NURS 661.

NURS 663 - Psychiatric Mental Healthcare of Families II

Credits: 6

The focus of this course is on expansion of the management of psychiatric/mental health status of individuals across the life span within the context of a family-based theoretical mode.. Further role development is emphasized, including interdependent and independent practice. Theoretical concepts are related to management of individuals and families with acute and chronic mental health problems. Expanded participation in mental health assessments, planning care for stabilization of mental health, strategies for mental health promotion, therapies, and mental health education are included in course content. Prerequisite(s): NURS 601 (grade of B), NURS 602 (grade of B), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better), NURS 661 (grade of B or better), and NURS 662 (grade of B or better)..

NURS 664 - Psychiatric Mental Health Care Practicum

Credits: 6

This course involves an intensive clinical experience in the family psychiatric and mental health nurse practitioner (FMHNP credits) role. Preceptors will guide and direct the FMHNP students as they achieve greater Independence and develop expertise in caring for families and individuals across the lifespan. Prerequisite(s): NURS 601 (grade of B), NURS 602 (grade of B), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better), NURS 661 (grade of B or better), NURS 662 (grade of B or better), and NURS 663 (grade of B or better).

NURS 671 - Curriculum Development for the Nurse Educator

Credits: 5

This course focuses on curriculum development and the role of the nurse educator. The roles of faculty and healthcare facility educator specialists are studied. Curriculum development designs and models are evaluated. Current issues influencing curriculum development in higher education and health professions are analyzed. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 672 - Teaching Strategies for the Nurse Educator

Credits: 5

This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of nursing professionals is provided. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 673 - Evaluation Strategies for the Nurse Educator

Credits: 5

This course focuses on the process of evaluation in the education of nurses. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in nursing education are emphasized. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

NURS 674 - Management of Acutely Ill Adults I

Credits: 6

This course focuses on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prerequisite(s): NURS 601 (grade of B), NURS 602 (grade of B), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), and NURS 622 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

NURS 675 - Management of Acutely Ill Adults II

Credits: 6

This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prerequisite(s): NURS 601 (grade of B), NURS 602 (grade of B), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better), and NURS 674 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

NURS 676 - Management of Acutely Ill Adults III

Credits: 6

This course continues the focus on the management of adult clients who are acutely/- critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prerequisite(s): NURS 601 (grade of B), NURS 602 (grade of B), NURS 603 (grade of B or better), NURS 604 (grade of B or better), NURS 605 (grade of B or better), NURS 606 (grade of B or better), NURS 617 (grade of B or better), NURS 618 (grade of B or better), NURS 622 (grade of B or better), NURS 674 (grade of B or better), and NURS 675 (grade of B or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

NURS 677 - Advanced Nursing Care of Pediatric Patients

Credits: 4

This course focuses on the assessment, diagnosis, and collaborative management of pediatric patients with acute illness or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the advanced practice nurse to facilitate and accelerate the patient's return to optimal health.

NURS 679 - Nurse Educator Practicum

Credits: 5

Student will have the opportunity to observe master teachers and to participate in organized faculty development activities. Intensive education experience in the nursing faculty role will be provided. Faculty preceptors will guide the student's participation in selected teaching activities that occur in the classroom, the learning resource center, clinical simulation laboratory and the community. Repeatability: This course may be repeated twice.

NURS 713 - Theory and Practice

Credits: 3

This course will focus on nursing, education, organizational, leadership, and management theories. The advanced analysis of the relationship between theory and evidenced based practice are explored with emphasis on the application of nursing and other theories at the highest level of nursing practice. Students will synthesize and apply theoretical knowledge to their phenomenon of interest. Prerequisite(s): acceptance into the DNP program.

NURS 715 - Analytical Methods for Population-Based Care

Credits: 4

This course will identify and analyze factors that affect the health of the population. The history and methods of epidemiology will be explored. Students will use Healthy People 2010 objectives and selected biostatistics to analyze current public health issues. Students use analytical methods and evidence-based guidelines to critically appraise existing literature and epidemiological data. Students will determine and implement the best evidence for population-based healthcare as it applies to nursing practice, nursing education and nursing management and leadership. Prerequisite(s): NURS 713 (grade of B or better).

NURS 717 - Cultural Diversity

Credits: 2

This course focuses on the knowledge and skills necessary to effectively interact with and serve culturally diverse populations. Topics related to age, race, ethnicity, gender, class, and disabilities will be emphasized. Concepts related to workforce diversity, healthcare belief systems, patient rights and management of healthcare appropriate to the patient population will be explored. Culturally based assessment tools will be critiqued. Healthy People 2010 objectives will be used as a framework to explore healthcare needs of the culturally diverse population. Prerequisite(s): NURS 713 (grade of B or better), NURS 715 (grade of B or better), NURS 727 (grade of B or better), NURS 721 (grade of B or better), and NURS 725 (grade of B or better) and NURS 724 (grade of C or better). Co-Requisite(s) (must be taken at same time as): NURS 854.

NURS 721 - Systems Leadership and Interprofessional Collaboration

Credits: 5

Students engage in the exploration of leadership in nursing and healthcare organizations. Platforms for discussion include concepts of leadership, organizational theory, quality improvement methods, interprofessional collaboration, effective communication and change strategies. Students develop leadership knowledge and skills to initiate systems transformation. Prerequisite(s): NURS 713 (grade of B or better), NURS 715 (grade of B or better), and NURS 727 (grade of B or better).

NURS 724 - Healthcare Policy and Strategic Planning

Credits: 3

This course prepares students to analyze and influence health policy environments. Students will analyze and collaborate in revising healthcare organization strategic plans. Students will explore the impact of Healthy People 2010 objectives on health policy and strategic planning. Students learn to define policy problems; identify and critique potential solutions; and assess political and economic influences on healthcare policy. Students design interventions to influence policy making and implementation. Methods for evaluating policy and strategic plans will be explored. Prerequisite(s): NURS 713 (grade of B or better), NURS 715 (grade of B or better), NURS 727 (grade of B or better), NURS 721 (grade of B or better), and NURS 725 (grade of B or better).

NURS 725 - Resource Utilization in Healthcare

Credits: 4

This course focuses on the complex variables that influence resource utilization in nursing and healthcare. The conceptual basis and methods of financial analysis and decision making as they pertain to the healthcare delivery systems are analyzed. Healthcare economics, marketing principles, human resource management, and the influence of Healthy People 2010 objectives that impact current healthcare environments are explored. Prerequisite(s): NURS 713 (grade of B or better), NURS 715 (grade of B or better), NURS 727 (grade of B or better), and NURS 721 (grade of B or better).

NURS 727 - Healthcare Technology and Informatics**Credits: 3**

This course focuses on conceptual foundations for understanding healthcare informatics including the analysis of a variety of applications of information systems within the healthcare system. Elements addressed include theoretical models of nursing informatics, healthcare computing, data management and information processing, data acquisition, nursing vocabularies, and knowledge representation. Managing organizational change, information security, social and ethical issues in healthcare systems, and the effects of informatics on the practitioner and consumer are studied. Prerequisite(s): NURS 713 (grade of B or better), and NURS 715 (grade of B or better).

NURS 854 - Critical Appraisal of Practice I**Credits: 3**

This course focuses on the application of best evidence to promote nursing practice at the highest level. Students explore current research and propose methods to use newly acquired knowledge in current practice situations ensuring quality outcomes. Students synthesize concepts from biophysical, psychosocial, sociopolitical, cultural, economic and nursing science to impact and to understand the consequences of advanced practice decisions. Healthy People 2010 objectives will be used as the framework for exploring the potential impact of advanced practice decisions. Prerequisite(s): NURS 713 (grade of B or better), NURS 715 (grade of B or better), NURS 727 (grade of B or better), NURS 721 (grade of B or better), NURS 725 (grade of B or better), and NURS 724 (grade of B or better). Co-Requisite(s) (must be taken at same time as): NURS 717.

NURS 855 - Critical Appraisal of Practice II**Credits: 3**

This course will focus on the promotion, financing and systems implementation of evidence based projects, products or services to improve nursing practice and health care delivery. Utilizing newly acquired knowledge, students will appraise their current practice environments and as appropriate to the student's practice agenda, the students will either prepare a marketing or business plan that will justify the need and viability of their evidence based project, product or service or secure internal or external funding that will help sustain their project, product or service. Role transition will be integrated into the course content.

Prerequisite(s): NURS 713 (grade of B or better), NURS 715 (grade of B or better), NURS 727 (grade of B or better), NURS 721 (grade of B or better), NURS 725 (grade of B or better), NURS 724 (grade of B or better), NURS 717 (grade of B or better), and NURS 854

NURS 866 - Capstone Project I: Planning**Credits: 1**

This course focuses on the initial development of capstone projects including literature review, problem statement, objectives, project activities, project timeline, and resources. Method(s) to address Healthy People 2010 objectives will be integrated into the project. This course is part of a six semester sequence required of all DNP students. Prerequisite(s): acceptance into the DNP program. Pass/No Pass/In Progress

NURS 867 - Capstone Project II: Project Proposal**Credits: 1**

This course focuses on project development including process and outcome evaluation, budget development, and measurement tools. The full project proposal will be completed during this course. Human subject protection needs will be determined and initiated during the course. Students will present their project proposals as a poster presentation at a research conference. This course is part of a six-semester sequence required of all DNP students. Prerequisite(s): NURS 866. Pass/No Pass/In Progress

NURS 868 - Capstone III: Implementation**Credits: 1**

This course focuses on implementation of the DNP project. Strategies to address challenges in the implementation of the capstone project will be explored. This course is part of a six semester sequence required of all DNP students. Prerequisite(s): NURS 866 (grade of B or better) and NURS 867 (grade of B or better). Pass/No Pass/In Progress

NURS 871 - Capstone IV: Data Analysis**Credits: 1**

This course focuses on the collection and analysis of data to evaluate the outcomes of the capstone project. This course is part of a six semester sequence required of all DNP students. Prerequisite(s): NURS 866 (grade of B or better), NURS 867 (grade of B or better), and NURS 868 (grade of B or better). Pass/No Pass/In Progress

NURS 872 - Capstone V: Project Report**Credits: 1**

This course focuses on the development of the final capstone project report. Students will develop a comprehensive report

describing their project, implementation, evaluation, and results. This course is part of a six semester sequence required of all DNP students. Prerequisite(s): NURS 866 (grade of B or better), NURS 867 (grade of B or better), NURS 868 (grade of B or better), and NURS 871 (grade of B or better). Pass/No Pass/In Progress

NURS 873 - Capstone VI: Dissemination

Credits: 1

This course culminates the DNP capstone project. Students will present their current project status, evaluation data, dissemination plans, and future recommendations. Dissemination of the project outcomes will be completed. This course is the final course of a six semester sequence required of all DNP students. Prerequisite(s): NURS 866 (grade of B or better), NURS 867 (grade of B or better), NURS 868 (grade of B or better), NURS 871 (grade of B or better), and NURS 872 (grade of B or better). Pass/No Pass/In Progress

NUTR 203 - Introduction to Food, Nutrition, and Dietetics

Credits: 1

This course provides students with a general overview of practice in food, nutrition, and dietetics. Students gain a beginning understanding of state and national credentialing requirements, certification standards, ethics, and life-long learning needs. Prerequisite(s): None. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

NUTR 205 - The Profession of Dietetics

Credits: 1

This course provides students with a general overview of the history, philosophy, and practice of dietetics and how dietitians collaborate with other disciplines. Students gain a beginning understanding of the Commission of Accreditation of Dietetic Education standards, the American Dietetic Association (ADA) scope of practice, the code of ethics, and advocacy methods. The students will recognize state and national credentialing requirements and life-long learning needs. Current issues in dietetics and healthcare will be discussed, such as evidence-based practice, the nutrition care process, and informatics. Prerequisite(s): NUTR 203. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 285 - Management Fundamentals in Food and Nutrition

Credits: 3

This course focuses on defining and applying management theories and functions in food and nutrition settings. Human, material, and facility management will be discussed. Students gain an understanding of the tools available for managing effective and efficient food and nutrition organizations. Prerequisite(s): None. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 376 - Principles and Applications in Nutrition

Credits: 3

Principles and applications in nutrition emphasizes the relationships among the nutrients and how homeostasis relationships are maintained in the healthy person. Students will learn more about themselves and their health in an effort to use this knowledge to improve their health. This knowledge of nutrition will allow students to personalize information to fit their lifestyle. Special attention to nutrition for the developing human and lectures focusing on nutrition counseling will address the needs of dental hygiene students and other health professionals seeking concepts in applied nutrition. Meets The University Core Curriculum B3: Health/Fitness category. Prerequisite(s): MATH 108 and CHEM 107 recommended. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

NUTR 378 - Nutrition for Fitness and Sports

Credits: 3

An overview of the relationship of basic nutrition and energy systems to physical activity and body composition. This course examines popular myths and misconceptions associated with nutrition and performance. Incorporates application of introductory biochemistry. Prerequisite(s): MATH 108 recommended. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

NUTR 381 - Quantity Food Production and Purchasing

Credits: 4

This course provides application of the principles of nutrition and food production in meal service from both a family social unit and the broad spectrum of food service. This course will focus on different stages of food service from menu planning and recipe conversion through the end result of serving the food. Special consideration will be given to meeting nutritional needs, food safety, cultural diversification, and consumer satisfaction. Purchasing and inventory techniques will be examined. In conjunction with the University of Southern Indiana Food Service and other food service establishments, this course will include a practicum in management. Includes a laboratory. Prerequisite(s): NUTR 285 and BIOL 141, BIOL 133, or BIOL 122. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NUTR 384 - Principles and Applications in Food Science

Credits: 3

This course will focus on the studies of foods in relation to their composition of physical and chemical properties. This course will include the experimental approach to the study of foods. Throughout this course, sensory evaluation techniques will be utilized. Recipe development and modification will be explored. Includes a laboratory. Prerequisite(s): NUTR 376 and NUTR 381, CHEM 103 or CHEM 141 or CHEM 261. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 396 - Nutrition Throughout the Lifecycle

Credits: 3

This course focuses on understanding the normal nutritional requirements and needs of special populations throughout the lifecycle. Growth and development theories will be discussed and nutrition concerns will be examined for pregnant women, breastfeeding mothers, and the growing infant, child and adolescent. Students will investigate nutrition-related concerns during the lifecycle and offer appropriate suggestions for management of these concerns. Recommendations for preventing disease and promoting healthy aging will be discussed. Prerequisite(s): NUTR 376. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NUTR 397 - Nutrition in Health Promotion and Disease Prevention

Credits: 3

This course focuses on understanding the role of nutrition in health promotion and disease prevention. Students will have a better understanding of health and food consumption behaviors of the United States population by evaluating population-based studies. Students will locate, interpret and analyze National nutrition surveys and epidemiological studies to determine their use in health promotion. An enhanced understanding of the role of genetics on disease development will be provided. Current food consumption and lifestyle practices of people from diverse cultures and religions will be examined. Prerequisite(s): NUTR 376 and NUTR 396. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 412 - Advanced Human Metabolism

Credits: 4

This course focuses on understanding the relationship between food and nutrients, the science of chemistry of the living organism, and health. The course stresses the importance of nutrient interactions and regulation of metabolism. The methods used to assess both nutrient requirements and deficiencies will be studied. Prerequisite(s): NUTR 376, BIOL 122, and CHEM 241 or CHEM 354. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NUTR 415 - Dietary Supplements and Herb Use in Nutrition

Credits: 3

This course focuses on understanding the role of supplements from a nutrition standpoint in maintaining and promoting health. Common supplements used such as vitamins, minerals, herbs, and other substances will be discussed. Emphases are placed on understanding the history of their use, their proposed mechanisms of action, and safety concerns using the process of a critical review of the literature. Students will analyze the role of these supplements when making nutritional recommendations to individuals and groups. Prerequisite(s): NUTR 376. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NUTR 420 - Practicum in Food, Nutrition and Wellness

Credits: 1-3

This course provides junior- and senior-level students who meet eligibility criteria with the opportunity to gain practical insight into the food and nutrition environments while applying their management knowledge skills. The experience will lead to deeper appreciation and valuable understanding of practical workplace situations. The students will be able to apply their leadership and teamwork skills. Prerequisite(s): NUTR 376, NUTR 285, and NUTR 381. Repeatability: Repeatability to a maximum of six hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

NUTR 427 - Senior Project in Food and Nutrition

Credits: 3

This course will provide application of the principles of food production and nutrition by designing a menu and serving a meal. Students will focus on assessing needs, planning, implementing, and evaluating a food service meal. Students will utilize their knowledge of food service management and apply food and nutrition principles in a group setting. Prerequisite(s): NUTR 285, NUTR 376, and NUTR 381. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 452 - Nutrition and Health Assessment

Credits: 3

This course will focus on the comprehensive principles and methods of scientific nutrition assessment. Students will examine the methods and tools of the assessment process. Students will demonstrate assessment skills and proficiency in choosing appropriate tools and methods in order to utilize the nutrition care process. Prerequisite(s): HP 115 and NUTR 396. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 465 - Community Nutrition

Credits: 3

This course focuses on understanding the role of nutrition in public health. It will allow for an understanding of the tools used to design and implement community nutrition programs that promote and protect the public's health. Emphases are placed on community nutrition assessment, program planning, monitoring, and evaluation. Methods to impact the health of the community including nutrition policy making, advocacy, and the legislative process will be discussed. Prerequisite(s): NUTR 376 and NUTR 396. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 481 - Nutritional Education, Counseling and Theory

Credits: 3

This course focuses on the acquisition of nutrition counseling knowledge and the development of interpersonal skills that would enhance the translation of nutrition knowledge into healthy food choices. Employing a problem-solving model, the course covers

counseling strategies and techniques, interviewing methods, psychological theories, life span and cross-cultural considerations for counseling, emotional factors of nutrition, eating disorders, ethics, and professional aspects of practice. Students will be challenged to apply and think critically about different counseling techniques and situations. Appropriate educational materials and documentation methods will be evaluated and developed as needed. Prerequisite(s): PSY 201, NUTR 396 and NUTR 397, or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 485 - Medical Nutrition Therapy I

Credits: 3

This course focuses on understanding the diseases that are modifiable by medical nutrition therapy (MNT). The nutrition care process and MNT of hyperlipidemia, diabetes, hypertension, malnutrition including under- and over-nutrition and renal diseases will be covered. The pathophysiology, dietary treatments, and evidence supporting MNT will be discussed. Prerequisite(s): NUTR 376, BIOL 122, and NUTR 452. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NUTR 486 - Medical Nutrition Therapy II

Credits: 3

This course focuses on understanding the diseases that are modifiable by medical nutrition therapy (MNT). The nutrition care process and MNT of liver, respiratory, gastrointestinal, cancer, and other metabolic diseases across the lifespan will be covered. The role of genetics in nutrition will be covered. The pathophysiology, dietary treatments, and evidence supporting MNT will be discussed. Prerequisite(s): NUTR 376, BIOL 122 and NUTR 485. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

NUTR 492 - Food Service Operations Management

Credits: 3

This course will be a systems approach to food service management. Program planning, forecasting, program evaluation, and marketing will be discussed. This course will cover cost control methods that are specific to managing food service operations, including food waste and theft. Prerequisite(s): NUTR 285, NUTR 381, and HP 411 or MNGT 201 or MNGT 305. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

NUTR 496 - Leadership and Professional Issues in Food and Nutrition

Credits: 3

This course will explore current political, regulatory, ethical, training, quality improvement, management, and other important related issues facing food and nutrition professionals. Students will use their educational foundation to investigate, identify, and suggest alternative methods of resolving these problems. The course will examine the leadership roles of food and nutrition professionals. Students will apply this knowledge by investigating current controversial issues in food and nutrition and will develop solutions to these problems. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): NUTR 285 and junior or senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

OT 151 - Orientation to Occupational Therapy

Credits: 1

This course provides students with a general overview of occupational therapy history, philosophy, and practice. Students gain a beginning understanding of the value of occupation or purposeful activity in daily life, survey the role of occupational therapy with various populations and in a variety of settings; recognize national and state credentialing requirements, identify occupational therapy association functions at all levels, and recognize AOTA standards, ethics, and policies and their effects on occupational therapy practitioner conduct and patient treatment. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

OT 310 - Applied Pathophysiology I

Credits: 3

This course begins with an introduction to occupational performance (areas, components, and contexts) and an integrated theoretical approach. The course proceeds with an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries, and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. This course has been approved for the one hour requirement of Category B3.Health/Fitness of the University Core Curriculum. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OT 312 - Applied Pathophysiology II

Credits: 5

Providing a focus in the areas of neurology and orthopedics, this course continues the exploration of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes, and the functional performance of individuals throughout the lifespan, while exploring the effects of health promotion and disability prevention on the individual, family, culture, and society. Developing skills in investigating, formulating, and discussing significant clinical and functional factors of such conditions is emphasized. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

OT 320 - Professional Communication

Credits: 3

The emphasis of this course is the development of professional-level skills in the areas of listening, speaking, reading, and writing. This course includes skills such as interviewing, group interaction, documentation to ensure accountability and reimbursement of services, critical reading of research and scholarly papers, public speaking, and participation in meetings. Additionally, students learn to utilize single system research design as a strategy to evaluate clinical change. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

OT 330 - Media and Modalities I

Credits: 3

This course explores various activities and emphasizes detailed activity analysis of occupational performance, development and planning of activities to address delineated goals, grading and adapting of activities for therapeutic intervention, and evaluation of given activities for effectiveness in goal achievement. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

OT 331 - Media and Modalities II

Credits: 3

This course provides a strong orthotics core as well as emphasizes the application of therapeutic intervention for the accomplishment of purposeful activities (occupation) including family/caregiver training, environmental adjustments, orthotics, prosthetics, assistive technology, physical agent modalities, and other technology. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

OT 340 - Psychological and Social Considerations of Occupational Performance

Credits: 4

This course emphasizes the identification and examination of appropriate theoretical frameworks and the application of purposeful activities and occupations as therapeutic intervention to enhance psychological and social aspects of daily living. The course focuses on these aspects of occupation as related across the lifespan and in relation to various contextual factors of occupational performance. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

OT 342 - Cognition and Occupational Performance

Credits: 3

This course emphasizes the identification and examination of appropriate theoretical frameworks and the application of purposeful activities and occupations as therapeutic intervention to enhance cognitive aspects of daily living. The focus also is upon cognition as related across the lifespan as well as in relation to various contextual factors. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

OT 350 - Independent Study

Credits: 1-12

This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty-approved supervised service delivery, research projects under the direction of faculty, or another faculty-approved project. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

OT 380 - Professional Evaluation

Credits: 3

This course emphasizes: 1) evaluation of the need for occupational therapy intervention; 2) the selection, administration, and interpretation of standardized and non-standardized tests and evaluations; 3) interpretation of evaluation in relation to occupational performance, treatment planning, therapeutic intervention, and age-appropriate theoretical frameworks; 4) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; and 5) the appropriate use of the certified occupational therapy assistant in the screening and evaluation process. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

OT 391 - Professional Clinical Reasoning Skills

Credits: 4

In this course, students identify, examine, and apply various types of clinical reasoning (narrative reasoning, interactive reasoning, procedural reasoning, pragmatic reasoning, and conditional reasoning) in relation to occupational therapy evaluations and interventions. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

OT 440 - Activities of Daily Living and Play/Leisure

Credits: 4

The emphases of this course are the meaning and dynamics of purposeful activity and occupation to enhance role functioning across the lifespan, particularly in basic activities of daily living, instrumental activities of daily living, and play and leisure exploration and participation. Also emphasized are the interplay of occupational performance skills, patterns, and contexts in relation to activities of daily living and play and leisure occupations. Prerequisite(s): admission to OT program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

OT 441 - Work and Productive Activities

Credits: 4

The emphases of this course are the meaning and dynamics of purposeful activity and occupation to enhance role functioning across the lifespan, particularly in the areas of work, education, and social participation. Also emphasized are the interplay of occupational performance skills, patterns, and contexts in relation to engagement in work, education, and various social systems. Prerequisite(s): admission to OT program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

OT 443 - Sensorimotor Skills**Credits: 4**

This course identifies and applies various theoretical frames of reference pertinent to performance skills and client factors of sensory abilities, motor abilities, and neuromuscular abilities in regard to body functions and structures. Examination, application, and demonstration of interventions that utilize occupation in the therapeutic process to address issues relating to sensory, motor, and neuromuscular abilities are analyzed across the lifespan in various health and wellness environments. Prerequisite(s): admission to OT Program and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

OT 450 - Independent Study**Credits: 1-12**

This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty-approved supervised service delivery, research projects under the direction of faculty, or another faculty-approved project. Prerequisite(s): admission to OT Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

OT 462 - Professional Issues**Credits: 4**

This course provides opportunities to understand the necessity of participating in the promotion of occupational therapy through interaction with other professionals, consumers, third party payers, and the public; to assume individual responsibility for planning professional development in order to maintain a level of practice consistent with accepted standards; and to understand environmental, social, economic, political, demographic, and geographic issues which impact the provision of occupational therapy services in various environments. Emphasis is also placed on the development of leadership abilities to assist in professional development internationally, nationally, and at the state and local levels. Prerequisite(s): admission to OT Program and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

OT 480 - Occupational Therapy Research**Credits: 3**

This course is designed to provide the student opportunities to synthesize the requisite foundation of liberal arts and sciences (including biology, psychology, sociology, English, communications, and ethics) with the professional sequence of occupational therapy coursework. An introduction covers the philosophical underpinnings of inquiry, the importance of research, the traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Next, students utilize discovery learning in various areas of inquiry. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): admission to OT Program and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

OT 493 - Intervention Strategies**Credits: 4**

This course emphasizes intervention principles, strategies, and theoretical bases in relation to the practice of occupational therapy throughout the lifespan. Students learn of factors affecting occupational performance such as environmental demands, available resources, media, modalities, and collaboration with all involved individuals in relation to intervention strategies. Prerequisite(s): admission to OT Program and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

OT 495 - Professional Practicum Seminar A**Credits: 2**

Along with a 40-clock-hour Level I fieldwork experience, this first practicum seminar course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prerequisite(s): Admission to OT Program and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

OT 496 - Professional Practicum Seminar B**Credits: 2**

Along with a 40-clock-hour Level I fieldwork experience, this second practicum seminar course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prerequisite(s): admission to OT Program and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp, Su.**

OT 581 - Occupational Therapy Research Fundamentals I**Credits: 3**

Students in this course first complete an introductory unit that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Students then utilize discovery learning (a) to develop foundations for evidence based clinical reasoning: descriptive and nonparametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats and (b) to apply three inquiry strategies: basis single system, quantitative focus groups, and survey research.

OT 582 - Occupational Therapy Research Fundamentals II

Credits: 3

In this course students utilize discovery learning (a) to build on foundations of evidence-based clinical reasoning: advanced quantitative analysis with an emphasis on parametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats (b) first complete an introductory unit that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Students then utilize discovery learning (a) to develop foundations for evidence-based clinical reasoning: descriptive and nonparametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats and (b) to apply six inquiry strategies: advanced single system design, case study method, action research, outcome evaluation, qualitative focus group research, and other forms of qualitative research.

OT 671 - Occupational Therapy Leadership

Credits: 4

The focus of this course is to develop executive leadership, management skills, and a working understanding of the following topics: organizational mission and vision, strategic planning, personnel management, reimbursement systems, accrediting bodies, basic budgeting concepts, internal and external marketing of OT services and interdisciplinary cooperation. These skills are applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems. Emphasis is placed on understanding social needs of the community in the context of program development and collaborating with other healthcare professionals for the effective delivery of services. Prerequisite(s): admission to OT Graduate Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OT 683 - Advanced Occupational Therapy Research Strategies

Credits: 3

In this course students conduct and disseminate scholarly work of the profession including examining, developing, refining, and evaluating the profession's body of knowledge, theoretical base, and philosophical foundations. Specific tasks involve designing and directing the completion of various studies, including data analysis, interpretation, and dissemination of results; collaborating with others to facilitate studies of concern to the profession; and mentoring novice researchers. Prerequisite(s): admission to OT Graduate Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OT 690 - Special Topics

Credits: 2

This course provides opportunities for concentrated study in an emerging, innovative, or specialized area of the occupational therapy profession. Prerequisite(s): admission to OT Graduate Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

OT 692 - Specialized Evaluation Strategies

Credits: 4

Providing an advanced study of tests and measurement principles within the centralized role of specialization, this course emphasizes: (a) clinical reasoning aspects; (b) selection, administration, and interpretation of standardized and nonstandardized tests and evaluations; (c) interpretation of evaluation results; (d) documentation within an appropriate practice setting; (e) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; (f) integration of evidence based practice into the evaluation process; and (g) changes in treatment goals that result from various evaluation results. Prerequisite(s): admission to OT Graduate Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OT 696 - Professional Fieldwork I

Credits: 6

In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long-term versus short-term), and (c) facility type (institutional versus community based). Prerequisite(s): admission to OT Graduate Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

OT 697 - Professional Fieldwork II

Credits: 6

In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork II must vary from Fieldwork I to reflect a difference in

(a) ages across the lifespan of persons requiring occupational therapy services; (b) the setting with regard to chronicity (long-term versus short-term); and (c) facility type (institutional versus community based). Prerequisite(s): admission to OT Graduate Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

OT 698 - Specialized Role Internship Seminar

Credits: 2

Integrated within this course is a 120-clock-hour fieldwork internship experience in which students apply knowledge, values, and skills related to their selected central role of specialization. Such roles may include educator, researcher, entrepreneur, administrator, consultant, and advanced clinical practitioner. Students also meet in seminar fashion to reflect upon and share their learning experiences, providing additional synthesis of this internship. Prerequisite(s): Admission to OT Graduate Program.

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.

OT 699 - Occupational Therapy Synthesis

Credits: 5

This course is designed to provide students opportunities to synthesize their preparation for advanced practice across three roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. Resulting in a product such as a research project or innovative scholarly project, this course also emphasizes professional reflection on the process aspect. Prerequisite(s): admission to OT Graduate Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

OTA 213 - Pathophysiology and Conditions I

Credits: 3

This course provides an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries; and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. Prerequisite(s): admission to OTA program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OTA 214 - Pathophysiology and Conditions II

Credits: 3

Providing a focus in the areas of neurology and orthopedics, this course continues the overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries by examining the effects of such conditions on functional performance throughout the lifespan and by exploring the effects of wellness on the individual, family, culture and society. Prerequisite(s): BIOL 121 and OTA 213. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

OTA 221 - Technical Communication

Credits: 3

The emphasis of this course is the development of skills in the areas of listening, speaking, reading, and writing. These skills include: interviewing; self, dyadic, and group interaction; documentation to ensure accountability and reimbursement of services; critical reading of research; public speaking; and participation in meetings. This course introduces the student to medical terminology used in many of the treatment settings. Prerequisite(s): admission to OTA program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OTA 231 - Therapeutic Media

Credits: 3

The first half of this course includes a multicultural perspective to emphasize the analysis of activities, the performance and teaching of selected tasks and activities, and the grading and adapting of purposeful activity for therapeutic intervention. The focus of the second half of the course is assistive technology including orthotics and prosthetics. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OTA 232 - Media and Modalities

Credits: 2

The student will be introduced to theory and clinical competencies needed to become proficient in basic splint fabrication skills and the medical conditions associated with each type of splint constructed. The course also will explore the use of assistive devices, adaptive equipment, and an overview of prosthetics, orthotics, and the use of physical agent modalities in treatment. Prerequisite(s): admission to OTA program.

OTA 241 - Occupational Performance Components I

Credits: 4

This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on psychosocial skills. Prerequisite(s): admission to OTA Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

OTA 242 - Occupational Performance Components II

Credits: 5

This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on sensorimotor and cognitive skills. Prerequisite(s): OTA 241. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

OTA 297 - Practicum Seminar A

Credits: 2

Along with a 40-clock-hour Level I practicum experience, this first practicum course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prerequisite(s): admission to OTA Program. Pass/No Pass **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

OTA 298 - Practicum Seminar B

Credits: 2

Along with a 40-clock-hour Level I practicum experience, this second practicum course provides students additional opportunities to discuss field work matters and integrate field work with occupational therapy process and practice issues. Prerequisite(s): OTA 297. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

OTA 343 - Occupational Performance Areas I

Credits: 5

This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly activities of daily living and play or leisure. Prerequisite(s): OTA 241. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

OTA 344 - Occupational Performance Areas II

Credits: 4

This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly work and productive activities. Prerequisite(s): OTA 343. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

OTA 345 - Occupational Performance in Pediatrics

Credits: 3

The emphasis of this course is the development of skills in use for the pediatric population including evaluation and treatment planning using developmental, cognitive, motor and psychosocial therapies. The use of experiential learning techniques will reinforce presented concepts. Prerequisite(s): admission to OTA program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

OTA 350 - Independent Study

Credits: 1-12

This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty-approved supervised service delivery, research projects under the direction of faculty, or another faculty-approved project. Prerequisite(s): admission to OTA Program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

OTA 362 - Occupational Therapy Assistant Issues

Credits: 3

This course will provide opportunities to recognize the necessity of participating in the promotion of occupational therapy through educating professionals, consumers, third-party payers, and the public; to assume individual responsibility for planning future professional development to maintain a level of practice consistent with accepted standards; and to understand environmental and policy issues which impact the provision of occupational therapy services. Prerequisite(s): OTA 221. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

OTA 372 - Management for Occupational Therapy Assistants

Credits: 3

General management principles such as planning, organizing, staffing, coordinating/directing, controlling, budgeting, marketing, strategic planning are applied to the management of activities service. There is an emphasis on the development of supervisory skills for occupational therapy students, certified occupational therapy assistants, and other personnel. Prerequisite(s): OTA 221. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

OTA 397 - Technical Fieldwork A

Credits: 3

While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts; develop and expand a

repertoire of occupational therapy treatment interventions; and employ clinical reasoning and reflective practice skills. Fieldwork A, a Level II internship of at least eight weeks (full-time) in duration, must vary from Fieldwork B to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronic conditions (long-term versus short-term), and in facility type (institutional versus community-based). Prerequisite(s): completion of OTA 297 & OTA 298. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

OTA 398 - Technical Fieldwork B

Credits: 3

While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts, develop and expand a repertoire of occupational therapy treatment interventions, and employ clinical reasoning and reflective practice skills. Fieldwork B, a Level II internship of at least eight weeks (full-time) in duration, must vary from Fieldwork A to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long-term versus short-term disability/disease process), and in facility type (institutional versus community-based). Prerequisite(s): completion of OTA 397. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PHIL 200 - Introduction to Philosophy

Credits: 3

The nature of philosophy and its problems. Meets The University Core Curriculum B1: Ethics category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1050.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PHIL 201 - Introduction to Ethics

Credits: 3

An in-depth study of issues in practical or applied ethics. Prerequisite(s): Meets The University Core Curriculum B1: Ethics category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1051.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PHIL 205 - Introduction to Logic

Credits: 3

Forms of inference in terms of traditional logic. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PHIL 251 - Introduction to the Study of Religions

Credits: 3

An introductory survey course designed to expose students to the scholarly methods, disciplines, and topics involved in the academic study of religions. Meets The University Core Curriculum C5: Global Communities category. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PHIL 301 - Theoretical Ethics

Credits: 3

An in-depth study of traditional and contemporary meta-ethical and normative theories. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 304 - Philosophy of Art

Credits: 3

Representative theories of the nature and evaluation of art. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 305 - Introduction to Symbolic Logic

Credits: 3

An examination of the principles and methods of the several branches of symbolic logic.

PHIL 312 - Ethics in the Professions

Credits: 3

This course provides participants with the foundation for understanding and applying ethical standards and analysis in professional careers including, but not limited to business, engineering, law, mass media, and medicine. The course will survey contemporary ethical theories and explore the ethical codes, standards, and practices specific to the student's chosen career. Meets The University Core Curriculum B1: Ethics category. Prerequisite(s): junior standing and consent of instructor. Meets IN Statewide Core.

PHIL 344 - Contemporary Philosophy

Credits: 3

A study of the philosophical thought of important 20th century figures, such as Russell, Wittgenstein, Quine, and Heidegger. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 350 - History of Philosophy I

Credits: 3

A study of the history and development of philosophical ideas from ancient Greece to the close of the Middle Ages, including Plato and Aristotle. Prerequisite(s): one philosophy course or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PHIL 351 - History of Philosophy II

Credits: 3

A study of the history of early modern philosophy including such major philosophers as Descartes, Leibniz, Locke, Hume and Kant. Prerequisite(s): one philosophy course or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PHIL 361 - Special Problems in Philosophy

Credits: 3

Repeatable with a change in course content. A study of some selected problem, movement, or philosopher in the field of philosophy. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 362 - Interdisciplinary Problems

Credits: 3

Repeatable with a change in course content. An interdisciplinary study of some problem or concept in which the perspective of philosophy is involved.

PHIL 363 - Bioethics

Credits: 3

A critical survey of the ethical issues generated by research and practice in the fields of biology and medicine. Meets The University Core Curriculum B1: Ethics category. Prerequisite(s): one philosophy course or consent of instructor. Meets IN Statewide Core.

PHIL 364 - Gender and Philosophy

Credits: 3

A survey of concepts essential to feminist social and political philosophy, including sexism, oppression, discrimination, patriarchy, and equality, with critical application of these concepts to current gender-related issues and to students' own experiences as men and as women. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 365 - Sexual Ethics

Credits: 3

An examination of various philosophical issues in sexual ethics, including the role of sexuality in human life, its relation to love and to marriage, the meaning and value of sexual freedom, the moral status of homosexuality, the meaning of sexual consent, and sexual objectification and co-modification. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 366 - Environmental Ethics

Credits: 3

This course examines the history and nature of how human relationships to ecosystems create moral obligations to act responsibly with respect to future generations of humans, non-human animals, and the ecosystems of the planet itself. It analyzes the historical roots of current environmental problems as well as more recent theories of environmental ethics such as land ethic, ecofeminism, and deep ecology. Topics may include, but are not limited to: global warming, overpopulation, endangered species, sustainable agricultural practices, genetic engineering, and corporate accountability. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 377 - Introduction to Cognitive Science

Credits: 3

Required: This course fulfills a requirement for the cognitive science minor. Cognitive Science is the interdisciplinary science of the human mind and cognition. Students will explore elementary neuroscience, perception and learning, robotics/artificial intelligence, neural networks, and other efforts to model human intelligence using machines. Insights are drawn from several fields, including artificial intelligence, linguistics, neuroscience, philosophy, psychology and robotics. Prerequisite(s): sophomore standing or consent of instructor.

PHIL 413 - Philosophy of Religion

Credits: 3

Basic problems and philosophically significant theories of religion, including such problems as the relation of faith and reason, and the existence of God. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 415 - History of Rhetoric

Credits: 3

An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of men and on historical events which have influenced rhetoric. The course aims to

increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. Prerequisite(s): ENG 201 and junior status. Cross-Listed: Dual listing with English.

PHIL 418 - Metaphysics

Credits: 3

Alternative theories of the nature of ultimate reality and related questions about the nature, function, and possibility of such theories. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 420 - Theory of Knowledge

Credits: 3

Alternative theories of the origin, nature, and possibility of knowledge. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 425 - Philosophy of Mind

Credits: 3

Covers topics in the traditional philosophy of mind, e.g., the mind/body problem and more contemporary issues such as intentionality, mental representation, and folk psychology. Prerequisite(s): one course in philosophy or consent of instructor.

PHIL 435 - Philosophy of Science

Credits: 3

An examination of the nature of scientific knowledge and the relation of science to culture. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 441 - Political and Legal Philosophy

Credits: 3

An examination of some central issues in political and legal philosophy, e.g., free speech, racial and sexual equality, constitutional interpretation and the relationship between law and morality. Prerequisite(s): one philosophy course or consent of instructor.

PHIL 499 - Independent Study in Philosophy

Credits: 1-3

A course for individual research in a specific area of philosophy. Topics arranged to meet the specific interests of the student and faculty member involved. Course topic should not be covered in a regularly scheduled course. Course will be offered at the discretion and approval of a full-time faculty member who supervises the research. Prerequisite(s): PHIL 200 or PHIL 201, junior standing, and permission of instructor. Repeatability: May be repeated once for a maximum of six hours of credit.

PET 287 - Physical Education and the Elementary School Classroom Teacher

Credits: 2

Provides students with the basic information about teaching physical education to children in elementary school. Develop, participate in, and teach developmentally appropriate physical activities for children in grades 1-6 including classroom, recess/playground, wellness, fitness, and integrated activities. UCC B3 Prerequisite(s): Sophomore standing and elementary education major **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su, F.

PET 292 - Principles of Teaching Dance and Aquatics

Credits: 2

Course provides students with the principles of teaching dance and aquatics in K-12 schools. Emphasis is placed on not only being able to perform, but to teach dance and aquatic activities. Field experiences will be required in this course. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PET 293 - Teaching Developmental Activities

Credits: 4

Course provides students with the basic information related to teaching Pre-K to 6th grade physical education. Students will participate in eight weeks of field experience in an elementary physical education setting. Students will develop lessons that are safe and developmentally appropriate while ensuring maximum participation by all students with and without disabilities and using resources effectively. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PET 294 - Principles of Teaching Dual and Team Sports

Credits: 3

Students will learn how to teach dual and team sports. Students will learn proper skill progressions and transition techniques that are used to link fundamental movement with sport skills, and how to evolve simple strategies into more complex offenses and defenses. Field experiences will be required in this course. Prerequisite(s): PET 292 and PET 293 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PET 297 - Teaching Individual Dual Sports

Credits: 2

Students will learn how to teach individual and dual sports. Students will learn proper skill progressions, transition techniques

that are used to link fundamental movement with sports skills, and how to evolve simple strategies into more complex offenses and defenses. Students must pass proficiency exam at 80 percent.

PET 371 - Applied Biomechanics and Exercise Physiology

Credits: 3

This course is designed to provide students with a comprehensive introduction to the physiological responses and adaptations to physical activity and exercise training in school age children. In addition, it will examine human movement and physical activity from anatomic, kinematic, and kinetic perspectives. Prerequisite(s): BIOL 121 and BIOL 122. Physical Education major

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.

PET 388 - School Health

Credits: 3

This course seeks to present the background, content, and strategies necessary for teaching health education as part of a comprehensive school health program. Students may be required to fulfill field experiences at a local school. Prerequisite(s): KIN 281 and Sophomore Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

PET 390 - Special Topics

Credits: 1-3

The purpose of the course is to provide students with an opportunity to do personal research in a specialized area in physical education. A maximum of three hours can count toward elective requirements.

PET 392 - Adapted Physical Education

Credits: 3

A study of dysfunctions and characteristics of people with atypical performances. Basic concepts and techniques of modifying physical activity for people with special needs. Prerequisite(s): Sophomore Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

PET 395 - Curriculum Construction in Physical Education

Credits: 3

Planning programs, units, and lessons in physical education to achieve long- and short-term curriculum goals. Prerequisite(s): Sophomore Standing; pass PRAXIS I Note: student must provide evidence of passing PRAXIS I. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

PET 396 - Teaching Secondary Physical Education

Credits: 4

Provide students with the basic information related to teaching middle/secondary school physical education. Students will participate in developmental field experiences in a middle and/or secondary school setting. Students will develop complete lessons that are safe, developmentally appropriate while ensuring maximum participation by all students and using resources effectively. Prerequisite(s): PET 395 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PET 402 - Controversial Issues in Health Education

Credits: 3

This course is designed to investigate current controversial topics in health education, which includes sexuality, obesity, death and dying, and other issues in health education. Unit plans for teaching will be developed. Students may be required to fulfill field experience. Prerequisite(s): PET 388 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PET 442 - Community Health

Credits: 3

A comprehensive understanding of community health is conducted. The problems of community health are investigated. Prevention and intervention programs are examined. Student may be required to fulfill field experience. Prerequisite(s): Junior Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PET 471 - Assessment Strategies in Physical Education

Credits: 3

This course presents various assessment strategies in the psychomotor, cognitive, and affective domains. Basic statistical analysis is presented as well as practical experience in developing and administering tests. Students will interpret test results and create plans for advancement and/or remediation. Prerequisite(s): PET 295 . **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

PET 493 - Emotional Health of Children in Sport

Credits: 3

The study of the physiological, psychological, and sociological variables that influence children's sport participation. Prerequisite(s): PSY 201 and Junior Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

PET 494 - Program Planning and Evaluation in Health Education

Credits: 3

This course will introduce students to terminology, theories, models, and tools for planning, implementing, and evaluating

programs in health education and health promotion. Students will be introduced to a systematic approach to the planning and evaluation of health education programs, a diagnosis of the social, psychological, educational, and administrative aspects of the health education program, and program monitoring, rigorous methods of impact assessment, and the measurement of efficiency. **NC1 Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PET 502 - Controversial Issues in Health Education

Credits: 3

This course is designed to investigate current controversial topics in health education, which includes sexuality, obesity, death and dying, and other issues in health education. Unit plans for teaching will be developed. Students may be required to fulfill a field experience. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PET 571 - Assessment Strategies in Physical Education

Credits: 3

Beginning with general theories of curriculum and assessment, students will explore a variety of forms of assessment tasks, including those which may indicate learning problems, special abilities, and pupil achievement; identify criteria for determining appropriate and effective assessment; examine assessment from a student-centered perspective; gain competence in applying and interpreting assessments; and explore legal and ethical aspects of assessment. They will also simulate leadership formats with fellow students as they study, reflect on, and communicate curriculum/assessment features and problems. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PET 582 - Community Health

Credits: 3

This course is designed to provide students with overview of community health education and health promotion. This course will focus on community health through the life span, health within different ethnic communities, the special needs of different populations within the community, and introduce program planning concepts. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PET 588 - School Health

Credits: 3

This course seeks to present the background, content and strategies necessary for teaching health education as part of a comprehensive school health program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PET 593 - Emotional Health of Children in Sport

Credits: 3

This course will help students gain an understanding of the nature of emotional health principles and theory guiding successful youth development. Students will explore the nature of multiple dimensions of participation in sport, including fear, aggression, achievement, stress, parental involvement, drugs and addiction, and relationships. Students will explore various approaches to the resolutions of common issues in youth sport. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

PET 594 - Program Planning and Evaluation in Health Education

Credits: 3

This course will introduce students to terminology, theories, models, and tools for planning, implementing, and evaluating programs in health education and health promotion. Students will be introduced to a systematic approach to the planning and evaluation of health education programs, a diagnosis of the social, psychological, educational, and administrative aspects of the health education program, and program monitoring, rigorous methods of impact assessment, and the measurement of efficiency. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PHYS 101 - Introduction to the Physical Sciences

Credits: 3

Lectures and demonstrations of physics at a primarily conceptual level. Basic problem solving and the scientific method are introduced. Topics covered include Newton's Laws, energy, momentum, light, electricity, magnetism, thermodynamics, fluids, and selected topics from modern physics. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1750.* Meets IN Statewide Core.

PHYS 108 - Physics for Educators

Credits: 2

Physics 108 is an introductory survey of Physics principles that govern our everyday lives. It covers the topics of energy, motion, electricity and magnetism, light and optics, sound and waves, and thermodynamics. The lectures are interspersed with hands-on activities intended to reinforce concepts and to provide the students with ideas for teaching their own classes. This course is for teacher candidates only. Prerequisite(s): MATH 100 (grade of C or better) or placement into MATH 111 or higher.

PHYS 175 - General Physics I

Credits: 4

Review of metric system and vectors, the laws of motion and applications, work and energy, states of matter and molecular properties, heat and thermodynamics. Calculus is not employed in the course. Meets The University Core Curriculum C3:

Science category. Prerequisite(s): MATH 111 and MATH 112; or MATH 115; or MATH 118; or placement into MATH 230. Co-Requisite(s) (must be taken at same time as): PHYS 175L. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1751. Meets IN Statewide Core.*

PHYS 175L - General Physics I Laboratory

Credits: 0

Required laboratory accompanying PHYS 175. Includes experiments studying the laws of motion and applications, work and energy, states of matter and molecular properties, heat and thermodynamics. Co-Requisite(s) (must be taken at same time as): PHYS 175.

PHYS 176 - General Physics II

Credits: 4

Wave motion and acoustics, electrostatic fields and potentials, electric current and circuit theory, magnetic fields, optics and the wave properties of light, atomic and nuclear physics. A continuation of PHYS 175. Meets The University Core Curriculum C3: Science category. Prerequisite(s): grade of C or better in PHYS 175. Co-Requisite(s) (must be taken at same time as): PHYS 176L. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-2) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1752. Meets IN Statewide Core.*

PHYS 176L - General Physics I Laboratory

Credits: 0

Required laboratory accompanying PHYS 176. Includes experiments studying wave motion and acoustics, electrostatic fields and potentials, electric current and circuit theory, magnetic fields, optics and the wave properties of light. Co-Requisite(s) (must be taken at same time as): PHYS 176.

PHYS 205 - Intermediate Physics I

Credits: 5

An initial study of the phenomena and concepts of classical and modern physics in the areas of mechanics including energy and momentum principles, and heat and thermodynamics, with applications involving elementary calculus. An integrated laboratory serves to develop associated skills in measurement. Required of biophysics majors, minors, physics teaching majors, and engineering students. Meets The University Core Curriculum C3: Science category. Prerequisite(s): MATH 230. Co-Requisite(s) (must be taken at same time as): PHYS 205L. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-2) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1753. Meets IN Statewide Core.*

PHYS 205L - General Physics I Laboratory

Credits: 0

Required laboratory accompanying PHYS 205. Includes experiments studying the laws of motion and applications, work and energy, states of matter and molecular properties, heat and thermodynamics. Prerequisite(s): MATH 230. Co-Requisite(s) (must be taken at same time as): PHYS 205.

PHYS 206 - Intermediate Physics II

Credits: 5

A continuation of PHYS 205 in the areas of wave motion, acoustics, optics, electrostatics, circuit electricity, magnetism, and modern physics. Required of biophysics majors, minors, and engineering students. Meets The University Core Curriculum C3: Science category. Prerequisite(s): PHYS 205 (grade of C or better) and MATH 230. Co-Requisite(s) (must be taken at same time as): PHYS 206L. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-2) *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IPS 1754. Meets IN Statewide Core.*

PHYS 206L - General Physics I Laboratory

Credits: 0

Required laboratory accompanying PHYS 206. Includes experiments studying wave motion and acoustics, electrostatic fields and potentials and potentials, electric current and circuit theory, magnetic fields, optics and the wave properties of light. Prerequisite(s): PHYS 205 (grade of C or better). Co-Requisite(s) (must be taken at same time as): PHYS 206.

PHYS 207 - Intermediate Physics I (Excluding Laboratory)

Credits: 4

This course is identical with PHYS 205 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course PHYS 175 or who have the equivalent in laboratory experience. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-0) Meets IN Statewide Core.

PHYS 208 - Intermediate Physics II (Excluding Laboratory)

Credits: 4

This course is identical to PHYS 206 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course PHYS 176 or who have the equivalent laboratory experience. Meets The University Core Curriculum C3: Science category. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (4-0) Meets IN Statewide Core.

PHYS 311 - Electric Circuit Theory

Credits: 2

Direct current circuit theory. Alternating current circuit theory utilizing both methods of phasors and complex numbers. Problem solving is emphasized. Prerequisite(s): PHYS 206, MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-0)

PHYS 352 - Scientific Programming

Credits: 3

The application of computer programming to scientific problems. Students will learn how to formulate a scientific problem into a form relevant for a computer solution, and create a program that will solve the problem. Prerequisite(s): PHYS 206 and MATH 335 Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-1)

PHYS 361 - Modern Physics

Credits: 3

Physics of the 20th century. Atomic and nuclear phenomena relativity and other fundamental theories. An introduction to quantum mechanics is included. Prerequisite(s): PHYS 206, MATH 235. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

PHYS 371 - Analytical Mechanics

Credits: 3

Theory and application of Newtonian mechanics using vector calculus methods. Topics include particle dynamics, energy and momentum principles, multiparticle systems. Problem solving is emphasized. Prerequisite(s): PHYS 205, MATH 235. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

PHYS 381 - Electromagnetic Fields

Credits: 3

Formulation of the basic theory of electric and magnetic vector fields. Electrostatic and magneto static fields in free space and in material media, and the formulation of Maxwell's equations are included. Prerequisite(s): PHYS 371, MATH 235. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

PHYS 401 - Physics and Human Thought

Credits: 3

The course will cover some of the important ideas in physics and their relationship to other areas of human thought, e.g. philosophy, literature, and art. These relationships will be made through readings from works that have a direct connection to physics. The emphasis will be on learning the physical principles and their significance. The physical theories that will be covered include Newton's laws, energy conservation, the second law of thermodynamics, special relativity, and quantum mechanics. These theories will be framed in the context of the times in which they developed. The course will involve both the solving of "traditional physics problems" and the writing of essays relating the ideas developed in the problems to a wider context. Prerequisite(s): MATH 111 or equivalent and PHYS 101 or equivalent. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

PHYS 409 - Theoretical Mechanics

Credits: 3

Advanced methods in mechanics and higher theoretical formulations. Matrix and tensor methods are developed. Topics include rigid body mechanics, relativistic mechanics, Lagrangian and Hamiltonian formulations. Prerequisite(s): PHYS 371, MATH 366. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

PHYS 429 - Quantum Mechanics

Credits: 3

Fundamental physical theory pertaining to the microstate of matter. Topics include quantum mechanical solutions for the harmonic oscillators, the hydrogen atom, and the angular momentum states. Prerequisite(s): PHYS 361, MATH 366. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

PHYS 439 - Thermodynamics

Credits: 3

The first and second laws of thermodynamics; formulations, interpretations, and applications. The kinetic theory of gases and an introduction to the statistical mechanics. Prerequisite(s): PHYS 371, MATH 235. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

PHYS 471 - Observational Astronomy

Credits: 3

Lectures and practicum in the observation and understanding of the mechanics of the celestial sphere. Identification of the visible constellations, location, and observation of the planets, Messier objects, and solar and lunar studies. The orientation and use of the equatorial telescope will be emphasized. Two hours lecture and two hours laboratory. Prerequisite(s): ASTR 201, MATH 112 or MATH 115. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-1)

PHYS 490 - Special Topics in Physics

Credits: 1-3

Advanced course for physics students. Prerequisite(s): consent of instructor.

PHYS 499 - Research

Credits: 1-2

Advanced project in physics, done under instructor supervision. Prerequisite(s): consent of instructor.

POLS 102 - Introduction to American Politics

Credits: 3

Explores the basic elements of the American political process and the institutions of American national government. Provides a foundation for the study of American government and politics. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1002.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

POLS 202 - Introduction to Public Administration

Credits: 3

Examination of the organizational dynamics and external pressures that affect the administration of government institutions in the United States. Theories and concepts are discussed that pertain to a number of the administrative practices in national, state, and local government organizations: planning, budgeting, staffing, decision making, communicating, implementation, controlling, and evaluation.

POLS 203 - Introduction to the Policy Process in the United States

Credits: 3

Examination of the major theoretical approaches to the study of public policy and policymaking at the federal, state and local levels in the United States. The course focuses on critical elements of the policy process such as the definition of public problems, agenda setting, policy formulation, policy implementation, oversight, and policy change.

POLS 208 - Law, Courts, and Justice

Credits: 3

Sources, types, purposes, and sanctions of American law; functions of courts; problems of legal justice in the United States. Cross-Listed: This course is cross-listed as CRIM 208. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

POLS 271 - International Politics

Credits: 3

An introduction to the study of interstate political relations, power, nationalism, and international organizations; discussion of current trends in international affairs. Meets The University Core Curriculum C5: Global Communities category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1003.* Meets IN Statewide Core.

POLS 281 - Comparative Politics

Credits: 3

Introduction to the comparative study of governments and politics. Examines case studies of the political systems of selected nations, including non-democratic regimes such as communism, military rule, and theocracy. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

POLS 299 - Special Topics in Political Science

Credits: 3

Provides intensive examination of current political problems and issues as selected by the instructor. Topic will vary each time the course is offered. Repeatability: May be taken twice for credit.

POLS 305 - State and Local Government

Credits: 3

The framework of states and their local governments in the United States. Indiana government is compared with that of other states. The course stresses the most important contributions of local governments to the federal system. Prerequisite(s): one political science course or consent of instructor.

POLS 306 - Political Parties

Credits: 3

The structure and function of American political parties and their relationship to democratic government. Emphasis is placed upon party organization and strategy in the political process. Historical as well as current sources are utilized. Prerequisite(s): one political science course or consent of instructor.

POLS 309 - American Political Theory

Credits: 3

Political thought from Puritan America to the present. Particular emphasis upon the great figures in the evolution of American political ideas. Prerequisite(s): one political science course or consent of instructor.

POLS 314 - The American Presidency

Credits: 3

Office, role, and powers of the President in the American political system. Prerequisite(s): one political science course or consent of instructor.

POLS 331 - Research Design and Data Collection

Credits: 3

An examination of how the scientific method is applied to the study of political phenomena. Topics range from how to develop and test hypotheses to writing surveys and conducting interviews; from engaging in content analyses to conducting focus groups and collecting data. Students will become better consumers of the political science literature, will become well versed in several data collection methods, and will become adept at writing research designs. Prerequisite(s): one political science course or consent of instructor; political science major or minor.

POLS 332 - Statistics and Data Analysis

Credits: 3

An examination of statistical techniques and data analysis in political science. Specific techniques will include descriptive statistics, model specification, measures of correlation, point estimation, construction of confidence intervals, parametric and non-parametric hypothesis testing, Analysis of Variance (ANOVA), and regression analysis. Prerequisite(s): one political science course or consent of instructor; political science major or minor; completion of core curriculum math requirement.

POLS 345 - Man vs. the State

Credits: 3

Examination and analysis of important modern ideologies, with emphasis on communism, fascism, and democracy. Prerequisite(s): one political science course or consent of instructor.

POLS 351 - Leadership in Bureaucratic Organizations in the United States

Credits: 3

An examination of concepts, theories, and processes relating to leading and managing national, state, and local government bureaucracies in the United States. Particular attention is paid to how leadership and management styles are shaped by internal characteristics of government organizations and external political environments. Prerequisite(s): one political science course or consent of instructor.

POLS 361 - Intergovernmental Relations in the United States

Credits: 3

An examination of the institutional structure of the American federal system, the basic features of contemporary intergovernmental relationships, the changes that national, state, and local governments have undergone in an era of devolution, and the challenges intergovernmental relationships pose for policy makers. Prerequisite(s): one political science course or consent of instructor.

POLS 363 - Organizational Theory and American Political Institutions

Credits: 3

An examination of theories about American political organizations at the national, state, and local level. Theories are discussed that relate to government organizations' goals, structures, cultures, and leadership structures. Particular attention is paid to how organizational theories explain variations in government institutions' major functions: policy formulation, policy implementation, and policy revision. Prerequisite(s): one political science course or consent of instructor.

POLS 371 - The United Nations

Credits: 3

An examination of the UN as an organization, UN functions, regional perspectives, and current issues. Prerequisite(s): one political science course or consent of instructor.

POLS 383 - Government and Politics of Latin America

Credits: 3

Comparative analysis of Latin American political structures, political movements, and political thought with emphasis upon constitutional structures; local, state, and national governments; the military; revolutions; organized labor; and contemporary affairs. Prerequisite(s): one political science course or consent of instructor.

POLS 384 - The Middle East

Credits: 3

Government and politics of nation-states in northern Africa and western Asia, with special attention to Israel, Iran, and members of the League of Arab States. Prerequisite(s): one political science course or consent of instructor.

POLS 385 - Western European Politics

Credits: 3

The course provides an introduction to Western European politics and government. Students will learn about the various

political, economic, and social structures of several Western European countries, such as Britain, France, and Germany. Topics include parliamentary systems, political parties, economic policy, the welfare state, local government, political culture, and European integration. Prerequisite(s): one prior course in political science or consent of instructor.

POLS 399 - Advanced Topics in Political Science

Credits: 3

An intensive examination of specialized topics in political science. May be taken twice for credit provided the topic is different. Prerequisite(s): One political science course or consent of instructor.

POLS 404 - Indiana Constitutional Law

Credits: 3

An analysis of leading decisions of the Indiana Supreme Court, with special attention to how particular provisions of the Indiana Constitution have been interpreted. The course also examines issues relating to statutory interpretation and judicial review. Prerequisite(s): one political science course or consent of instructor.

POLS 405 - Constitutional Law

Credits: 3

The growth of the American constitutional system by analysis of leading Supreme Court decisions, the role of the Court decisions, the role of the Court in American politics, evolution of the federal system, civil rights, problems of statutory interpretation, and judicial review of administrative action and regulations. Supplementary reading includes judicial biography and commentaries on the court. Prerequisite(s): one political science course or consent of instructor. Cross-Listed: This course is cross-listed as CRIM 405. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

POLS 406 - Constitutional Rights

Credits: 3

Analysis and discussion of leading decisions of the U.S. Supreme Court, with special attention given to civil rights, including the rights of persons accused of crime; freedom of speech, press, assembly, religion, separation of church and state, equal protection of the laws, and property rights. Prerequisite(s): one political science course or consent of instructor. Cross-Listed: This course is cross-listed as CRIM 406. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

POLS 407 - The Legislative Process

Credits: 3

The lawmaking process in Congress and selected legislative bodies in the United States; organization, powers, and problems of American legislatures. Prerequisite(s): one political science course or consent of instructor.

POLS 410 - Interest Groups and Public Policy

Credits: 3

An intensive analysis of the major American interest groups and their impact upon the formation and implementation of public policy at the local, state, and national levels of government. Major emphasis is given to ethnic, business, labor, agricultural, veterans, and religious associations. Prerequisite(s): one political science course or consent of instructor.

POLS 412 - The Politics of Education

Credits: 3

Major political actions that relate to education, with emphasis on school boards, state legislatures, federal grants, and interest groups. Issues include community control, educational power, and financial decision-making. Prerequisite(s): one political science course or consent of instructor.

POLS 427 - Urban Politics and Governance

Credits: 3

Study and analysis of the major issues, problems, and political processes of urban America, along with topics on urban governance, such as government organization and rescaling. Prerequisite(s): one political science course or consent of instructor.

POLS 445 - Ancient Political Theory

Credits: 3

Examines the political thinkers and ideas that founded the Western political tradition. Emphasis is upon the nature of virtue and the goals of government. Prerequisite(s): one political science course or consent of instructor.

POLS 446 - Modern Political Theory

Credits: 3

Political thinkers from Machiavelli to Mill grapple with concepts such as liberty, equality and the proper relationship between the individual and the state. Prerequisite(s): one political science course or consent of instructor.

POLS 464 - Environmental Politics and Policy

Credits: 3

An examination of environmental politics and policies as related to international, national, state, and local issues. Primary focus on how environmental politics are created, implemented and enforced. Topics include air and water pollution, sustainable

development and land use issues, and other contemporary environmental problems. Prerequisite(s): POLS 102 or POLS 271 and junior standing or consent of instructor.

POLS 471 - International Organizations

Credits: 3

An examination of the development and administration of international organizations, both governmental and non-governmental, such as the United Nations, the European Union, the World Trade Organization, and non-profit organizations. International organizations are evaluated in the context of global issues, such as international and regional security, trade, development, environmental problems, and social and humanitarian issues. Prerequisite(s): one political science course or consent of instructor.

POLS 473 - International Law

Credits: 3

A systematic study of the origins, objects, sources, and theories of international law. Foremost in importance is the aim to enable students to analyze basic premises and principles of international law and to develop an awareness of the major international legal problems. Prerequisite(s): one political science course or consent of instructor.

POLS 487 - Government and Politics of Communist and Post-Communist States

Credits: 3

Government and politics of communist and post-communist states, with special emphasis on Russia and China. Students will learn about the development of the socialist theory, the reality of life in communist countries, the collapse of communism, and current issues, such as political and economic reform, corruption, and ethnic conflict. Prerequisite(s): one political science course or consent of instructor.

POLS 495 - Judicial Internship

Credits: 3

Internship in a court for a minimum of 150 hours of supervised, professional work required. The internship experience will provide students with the opportunity to master and critique social science concepts and theories pertaining to the operation of judicial bureaucracies. Prerequisite(s): junior or senior status and consent of instructor.

POLS 496 - Legal Internship

Credits: 3

Students work as interns in a law office or other law-related organizations for 150 hours. Students also must complete various academic requirements. Working in a law office or other law-related institution provides a pre-law student direct contact with the practical realities of the legal profession and the applications of law in society. This experience also helps a pre-law student decide whether to commit to law school. Thus, a legal internship is a valuable component of pre-law education. Prerequisite(s): junior or senior status and consent of instructor.

POLS 497 - Legislative Internship

Credits: 6

Students serve as interns in the Indiana State Legislature. Students must be selected by one of the party caucuses in the House or Senate. In addition to working for state legislators, students must attend a speaker series and complete various academic requirements. Serving a one-semester internship in the Indiana State Legislature provides direct experience with the realities of practical politics. The internship provides students with concrete illustrations of the political concepts and processes presented in the classroom and thus are an integral part of a student's political education. Prerequisite(s): junior or senior status and consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

POLS 498 - Research in Political Science

Credits: 3

Independent investigation of selected political problems under supervision of instructor. Prerequisite(s): one political science course and consent of instructor. Repeatability: May be taken twice.

POLS 499 - Senior Seminar in Political Science

Credits: 3

Intensive examination of selected political problems. Prerequisite(s): POLS 331 and POLS 332, or consent of instructor. Repeatability: May be taken twice with topic change.

PSY 201 - Introduction to Psychology

Credits: 3

A survey of basic concepts and methods of psychology as a behavioral science. Seeks to develop an understanding of the individual and social forces that influence and direct behavior. This course is a prerequisite for all other psychology courses. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1020.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PSY 202 - Orientation to a Major in Psychology

Credits: 1

This course is designed to provide an orientation to educational issues and career planning and development for students majoring in psychology. Prerequisite(s): C or better in PSY 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PSY 261 - Lifespan Developmental Psychology**Credits: 3**

An examination of the theories, methods, and issues of lifespan human development. Biological, intellectual, emotional, linguistic, perceptual, and social aspects of growth and development from birth through old age are explored within the context of current and classical research in the field. Common physiological, familial, and social stresses associated with individual stages of development are reviewed. Prerequisite(s): PSY 201. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1021.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PSY 273 - Social Psychology**Credits: 3**

A survey of concepts, topics, and research in social psychology. Including research methodology, cognitive dissonance, prejudice, attitudes, persuasion, conformity, attraction, group dynamics, aggression, and altruism. Prerequisite(s): PSY 201. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1024.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PSY 298 - Human Sexuality**Credits: 3**

Considers sexuality from a broad scientific perspective. Areas covered include sex research and methods, the biological basis of sexuality, sexual behavior, sexuality and the life cycle, sexual problems, and social issues. Prerequisite(s): PSY 201. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1022.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PSY 303 - Research Methods and Statistics I**Credits: 3**

An introduction to the research methods and statistics used by psychologists, with an emphasis on experimentation. Research designs, principles of methodology, and the statistical analysis of results will be emphasized. Prerequisite(s): PSY 201, PSY 202, grade of C in math core, plus three additional hours of psychology. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PSY 312 - Sensation and Perception**Credits: 3**

Focuses on physical and psychological aspects of human perception. Study of the senses will consider measurement, methodology, and organizational principles with primary focus on vision. Prerequisite(s): PSY 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PSY 322 - Abnormal Psychology**Credits: 3**

A survey of past and present conceptions of abnormal behavior. Major diagnostic issues, including the role of psychological tests, are discussed. Symptoms, diagnostic criteria, and etiological factors underlying the major disorders are considered, as well as related legal issues. Selected treatments for these disorders are described and evaluated. Disorders considered include anxiety, dissociative, somatoform, psychophysiological, geriatric, affective, schizophrenia, substance abuse/addiction, sexual deviations, disorders of childhood and adolescence, and personality disorders. Prerequisite(s): PSY 201. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1023.* **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PSY 332 - Forensic Psychology**Credits: 3**

Psychological theories and research that address legal issues, and the role psychologists play in the criminal justice system. Includes an overview of services provided by psychologists, assessment and therapeutic services, and ethical issues. Prerequisite(s): PSY 201 or consent of instructor

PSY 353 - Research Methods and Statistics II**Credits: 4**

Advanced topics in the research methods and statistics used by psychologists, with an emphasis on experimentation. Prerequisite(s): PSY 303 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PSY 357 - Learning Theory**Credits: 3**

The scientific study of learning over the last one hundred years has produced a sizable body of laws and principles describing how these processes work. This course investigates the ways in which organisms (human and non-human) change their behavior as a result of experience. The course provides the behaviorist perspective on such changes and therefore focuses on respondent and operant conditioning. Prerequisite(s): PSY 201, three additional hours in Psychology. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

PSY 361 - Child and Adolescent Psychology

Credits: 3

This course takes an in-depth look at physical, cognitive, and social-emotional development and the inter-relationships of each from conception to adolescence. Topics such as the effects of heredity as well as pre and post-natal environments on growth will be examined in the context of current and classical research in the field. Emphasis will be placed on recent advances in the understanding of forces affecting adaptive and maladaptive development. Prerequisite(s): PSY 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

PSY 362 - Clinical Psychology

Credits: 3

A survey of clinical psychology that considers types of problems, diagnostic instruments, clinical orientations, ethics, and the professional role of the clinical psychologist. Students learn to describe and differentiate among psychodynamic, behavioral, cognitive, humanistic, family and group approaches to treatment. Discussions, demonstrations, and supervised laboratory experiences provide opportunities to relate theoretical knowledge to interviewing, establishing rapport, and basic record-keeping. Prerequisite(s): PSY 201 and either PSY 322 or PSY 462, or permission of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 371 - Adulthood and Aging

Credits: 3

This course involves an in-depth study of adulthood and aging by examining the major theories, research, and issues of psychological development. Topics covered will include personality, cognitive functioning, interpersonal relationships, mental and physical health, and sociocultural context. Prerequisite(s): PSY 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 376 - Industrial Psychology

Credits: 3

Examination of psychological principles applied to personnel decision-making including job analysis, performance appraisal, training, and engineering psychology. Emphasis on the selection (hiring) process, including criterion development, standardized tests, simulation, interviews, selection battery validation, adverse impact, and test fairness. Prerequisite(s): PSY 201 and any course in statistics or research methodology. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 377 - Sport Psychology

Credits: 3

Sport psychology focuses on psychological theories and research related to sport and exercise behavior. Students will learn how various psychological variables influence participation in sport and exercise contexts including the history and development of sport psychology as a field, group and team dynamics, motivation, leadership, communication techniques, and coaching strategies. Prerequisite(s): PSY 201 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 381 - Psychology of Gender

Credits: 3

Investigation of the psychological and physiological determinates of gender differences and similarities in behavior with emphasis on development of sex-role identity, interpersonal interactions, achievement and affiliation behavior, sex-typed behavior, socialization and personality perspectives. Prerequisite(s): PSY 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 385 - Physiological Psychology

Credits: 3

The study of behavior as influenced by the nervous system. Physiological mechanisms that underlie behaviors such as sensory and motor processes, motivation, emotion, learning, and behavior pathology are emphasized. Biological background is helpful but not required. Prerequisite(s): PSY 201. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 386 - Psycholinguistics

Credits: 3

Experimental study of language, including sentence comprehension and memory, language acquisition and development, speech perception, and effects of context, perception, reasoning, and linguistic structure on processing of language. Prerequisite(s): PSY 201 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 400 - Special Topics in Psychology

Credits: 3

Devoted to the study of psychological topics not currently part of the curricular offerings. Topics change with the interests of students and faculty. Prerequisite(s): PSY 201 and approval of instructor. Repeatability: Students may repeat the course as the topics change.

PSY 422 - Psychopathology in Children and Adolescents

Credits: 3

This course is an introduction to the description, classification, and academic study of psychological disorders in children and adolescents. Each class of disorders is examined with respect to course of development, core and associated characteristics, prevalence data, explanatory theories, causes and current treatment options as well as prevention strategies. Prerequisite(s): PSY 201 and PSY 261 or PSY 361 or consent of instructor **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

PSY 425 - Cognitive Psychology

Credits: 3

The study of how the human mind processes information. Topics include models of memory, categorization, concept formation, creativity, and imagery with emphasis on language comprehension and problem solving. Prerequisite(s): PSY 201 plus nine additional hours in psychology. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 435 - Community Psychology

Credits: 3

This course will cover the basic theories and concepts that define the field of community psychology while utilizing a service learning approach to community action and research. Students will also learn about the principles of research that guide community psychologists, including traditional research methods, qualitative research methods, consulting, program development and evaluation, and participatory action research. Prerequisite(s): PSY 201 and PSY 273 or consent of instructor **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

PSY 462 - Personality

Credits: 3

Critical evaluation and comparison of major personality theories. Includes coverage of key issues in personality research such as person perception and cross-situational consistency. Prerequisite(s): PSY 201 and nine additional hours in psychology. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 476 - Psychometrics

Credits: 3

The procedures of test planning, item writing, establishing reliability and validation are presented. Interpretation and combination of scores are covered. Representative tests are discussed to illustrate the principles of test construction and interpretation. Prerequisite(s): PSY 201, PSY 303, and junior or senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

PSY 497 - Capstone in Psychology: History and Systems

Credits: 3

This course provides a rationale and method for studying the history of psychology as a distinct academic and professional discipline. The course also surveys important theoretical systems used to build the science and application of psychology. In addition, the impact of these historical and theoretical precedents upon contemporary research and practice are discussed. Prerequisite(s): senior standing, PSY 303. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

PSY 498 - Internship

Credits: 3

Provides for a minimum of 150 hours supervised experience related to psychology. Students are expected to arrange internships with approval of instructor, maintain a log of their experiences, and meet regularly with instructor. Assignments are negotiated with the instructor based on the demands of the particular internship experience. A maximum of 3 hours may count toward the 41 hours necessary for the psychology major. Prerequisite(s): PSY 201, junior or senior standing, 15 additional psychology hours, and permission of instructor. Repeatability: May be repeated once for a maximum of six hours of credit. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

PSY 499 - Individual Study in Psychology

Credits: 1-3

A course intended primarily for individual research in a specific area of psychology. Topics arranged to meet the specific interest of the student and faculty member involved. May be elected on an arranged basis upon approval of the faculty member who is to serve as supervisor of the research. Credit does not count toward the hours necessary for the psychology major. Prerequisite(s): PSY 201 and permission of the instructor. Repeatability: May be repeated once for a maximum of six hours of credit. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

PA 527 - Urban Politics and Governance

Credits: 3

A study and analysis of the major issues, problems, and political processes of urban America, along with topics on urban governance, such as government organization and rescaling. Prerequisite(s): Admission to the MPA program or consent of the instructor.

PA 564 - Environmental Politics and Policy

Credits: 3

An overview of environmental politics and policies as related to international, national, state, and local issues. Primary focus on

how environmental politics are created, implemented, and enforced. Topics include air and water pollution, sustainable development and land use issues, and other contemporary environmental problems.

PA 601 - Organizational Behavior

Credits: 3

This course attempts to examine how the behaviors of individuals, groups, and organizations influence the operation of government agencies and nonprofit organizations. In this class, we will draw on case studies of organizational behavior and organizational theory to develop our thinking about how to shape, guide, direct, and control public and nonprofit organizations.

PA 603 - Technology Issues and e-Governance

Credits: 3

This course addresses policy, security, organizational, and decision making issues created by the increasingly sophisticated information and communication technologies used in the public and nonprofit sectors. Governance and e-Democracy, legal issues associated with the use of technology in the public sector, equity issues associated with the digital divide, and the problems associated with interoperability and crisis management communications.

PA 605 - Foundations of Nonprofit Administration

Credits: 3

An introductory examination of the theories and strategies used to manage organizations in the nonprofit sector. Topics include governing and leading nonprofit organizations, strategic planning, capacity building, marketing, developing financial resources, and financial management.

PA 606 - Public Personnel Administration

Credits: 3

The purpose of this course is to examine public personnel issues, specifically issues related to personnel/human resource management, employee motivation, evaluation, promotion/demotion, training, benefits, wages and salaries, as well as disciplinary policies and various legal aspects relating to public sector employment.

PA 609 - Budgeting in Public and Nonprofit Administration

Credits: 3

A comprehensive examination of the concepts, practices, and processes of budgeting in public sector organizations on the federal, state, and local level, and nonprofit organizations.

PA 611 - Leadership Skills in Public Administration

Credits: 3

An examination of leadership concepts, theories, strategies, and practices relevant to the management of public and non-profit organizations. Students will identify the various traits that characterize an exceptional leader, diagnose their personal leadership style, and apply these skills to real world situations in the public and nonprofit sectors.

PA 612 - Connect with Southern Indiana

Credits: 3

The purpose of the Connect with Southern Indiana (CSI) program is to nurture citizenship and critical thinking skills among its participants. Program participants attend full-day seminars from January-June that focus on community overviews, critical thinking skills, program management, project planning, and other leadership skills associated with public sector and nonprofit management. Students are admitted to the CSI program through a competitive selection process. Prerequisite(s): Acceptance into the CSI program and permission of the MPA Director.

PA 614 - Interpersonal Communications within Organizations

Credits: 3

This course provides a review of the research and applied approaches to organizational communications. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations.

PA 615 - Legal Aspects of Public Administration

Credits: 3

The purpose of this course is to examine legal and Constitutional issues relating to public administration. Many topics will be addressed in depth, including but not limited to public sector affirmative action, implementation of the Americans with Disabilities Act, whistle-blowing protections, due process protections, public employee privacy and free speech in the workplace, primarily through examining seminal federal court rulings. More generally, this course will look at legal aspects and legal challenges to agency, regulations, policy implementation, and laws pertaining to the public sector.

PA 618 - Research Methods in Public Administration

Credits: 3

An examination of the fundamentals of qualitative and quantitative research methods relevant to the field of public administration. Students will learn how to develop a research design, construct a survey instrument, analyze Census data, and learn a variety of statistical techniques used in public and nonprofit administration.

PA 631 - Fundraising and Volunteer Administration

Credits: 3

An analysis of fundraising strategies and the management of volunteers in government agencies and nonprofit organizations.

PA 632 - Introduction to Public Administration

Credits: 3

This course is an introduction to the basic issues, tensions, concepts and theories surrounding the field of public administration. Students will be exposed to the literature of public administration from the classical to the modern period. This course will examine the constitutional foundations and evolution of public administration, the internal operations of public administration, including decision-making, budgeting, and human resources management, and the ongoing challenges facing public and nonprofit organizations.

PA 644 - Policies and Processes in the Public Sector

Credits: 3

An overview of policies and processes in the public sector, with an emphasis on the analytical and policy process fields of policy analysis, including an overview of decision making strategies, policy creation and program evaluation.

PA 653 - Ethics in Public Administration

Credits: 3

An examination of the ethical problems, dilemmas, and conflicts encountered by government officials, nonprofit administrators, and other public sector administrators. Students in this course will contemplate a variety of topics including values and ethics, situational ethics, and individual and organizational ethics which will guide them in developing their own ethical decision making framework.

PA 684 - Grant Writing for Nonprofit Organizations

Credits: 3

Intensive grant writing seminar with a focus on strategies for developing mission and vision statements, program descriptions, evaluation rubrics, and budgets for grant proposals.

PA 690 - Special Topics in Public Administration

Credits: 3

A course that deals with a special topic in the field of public administration. Prerequisite(s): permission of the instructor and MPA Director.

PA 695 - Internship in Public Agency

Credits: 3

This course provides an internship experience in the public or nonprofit sector through a minimum of 150 hours of supervised, professional work. Prerequisite(s): successful completion of 12 hours in the MPA program and permission of the MPA Director.

PA 697 - Capstone Seminar

Credits: 3

This capstone seminar is centered on a specific issue, problem, or topic in the field of public administration. Students in the seminar will be required to complete a capstone project, which is based on assessing the students' ability to relate theoretical knowledge and skills to solving a practical applied problem in the field of public administration. Students will work collaboratively to present a question to a problem, collect and analyze data, present their findings and results, and propose possible solutions. Prerequisite(s): Completion of the MPA core curriculum and permission of the MPA Director.

PA 698 - Independent Study in Public Administration

Credits: 3

Students enrolled in an independent study can conduct independent research on an issue in the field of public administration under the supervision of a member of the MPA faculty. Prerequisite(s): Consent of the instructor.

PA 699 - Thesis in Public Administration

Credits: 6

The thesis course is designed to allow students an opportunity to conduct original academic research in an area of public administration under the supervision of a member of the MPA faculty. In order to receive credit for the thesis, the student must successfully complete a written paper and defend the thesis project in an oral defense. Prerequisite(s): Permission of the instructor and MPA Director.

PH 284 - Public Health

Credits: 3

This course introduces the services and measures that are used to safeguard public health. Content included in the course is: history, development and organization of public health; an introduction to the scientific concepts and analytical tools used in public health; and overviews of the major areas of public health intervention.

PH 385 - Disease Control**Credits: 3**

This course provides systematic coverage of the determinants of disease and control methods by major disease groupings, such as respiratory diseases, and animal-associated diseases. Prerequisite(s): PH 284.

PH 483 - Health All Around Us: Concepts in Environmental Health**Credits: 3**

This course provides an overview of the environment in which we live and the way that our health is affected. Changes in our ecosystems, environmental diseases, food safety, water, air, noise, energy, hazardous and solid waste/pollution will all be discussed in relation to the human population.

PH 484 - Environmental Health**Credits: 3**

This course introduces various environmental risks to health status, and the role of public health controls in safeguarding at-risk populations. These areas include: food production, water purity, wastewater and solid waste handling, arthropod and pest control, air quality, and occupational and industrial hazards to health. Prerequisite(s): PH 284.

PH 485 - Epidemiology**Credits: 3**

This course introduces the principles and methods of epidemiology used to study health-related issues in populations. Covers models of disease causation and the association of health-risk factors. Includes: common epidemiological measures, epidemiologic study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature review and study design skills. Prerequisite(s): HP 302.

PH 486 - Public Health Administration**Credits: 3**

This course describes the setting for public health practice; the structure of public health policies and regulations; and the organizations responsible for public health services. Public health funding and the administration of public health services at the local, state, national, and international levels are reviewed and analyzed. Prerequisite(s): HP 211 and PH 284.

PRL 101 - Introduction to Public Relations**Credits: 3**

Lecture, discussion, and practical application of basic public relations concepts and processes including public relations in corporations, government, and institutions, public opinion, communication media, ethics of public relations, and public relations campaigns. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PRL 362 - Writing for Public Relations**Credits: 3**

Techniques of writing news releases, newsletters, brochures, public service announcements, speeches, and other print and broadcast messages that are a part of the public relations profession. Prerequisite(s): ENG 101 (grade of C or better), ENG 201 (grade of C or better), and PRL 101 (grade of C or better) or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PRL 364 - Publications Design**Credits: 3**

Writing, editing, and designing specialized publications for business and industry. Computer-generated design will include newsletters, brochures, and other publications typically used by organizations in communicating with their target publics. Prerequisite(s): junior standing and ENG 101 (grade of C or better), ENG 201 (grade of C or better), and PRL 101 (grade of C or better) or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PRL 365 - Public Relations Administration**Credits: 3**

A course involving case studies and problems regarding the principles and application of effective two-way communications in a variety of situations affecting the practice of public relations. Prerequisite(s): junior standing and PRL 362 (grade of C or better), or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PRL 366 - Seminar in Public Relations**Credits: 3**

A rotating seminar that addresses various topics essential to the public relations practitioner. Prerequisite(s): junior standing and

PRL 101 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better) or consent of instructor. Repeatability: May be taken only once.

PRL 368 - Strategic Writing

Credits: 3

An applied writing course that focuses on strategically planning and preparing goal-oriented messages, and the selection of appropriate delivery techniques to communicate with an organization's target publics. Prerequisite(s): PRL 362 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better), or consent of instructor. **ENG 101 Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PRL 400 - Independent Study in Public Relations

Credits: 1-3

This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of public relations. A maximum of six hours may be taken; only three may be taken in any one semester. Students who wish to take independent study courses in the public relations curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in Communications; 2) No more than three hours of Public Relations 400 may be directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prerequisite(s): 21 credit hours in Communications, upper-division status, and written consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PRL 461 - Seminar in Integrated Marketing Communications

Credits: 3

Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Prerequisite(s): senior standing and PRL 101 (grade of C or better) or ADV 101 (grade of C or better), and MKTG 201 (grade of C or better) or MKTG 305 (grade of C or better), and ENG 101 (grade of C or better) and ENG 201 (grade of C or better). Cross-Listed: Cross listed with ADV 441 and MKTG 461; may be taken only once as one of these courses. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

PRL 465 - Institutional Advancement

Credits: 3

This course explores principles of institutional advancement (public relations) and development (fundraising). Topics covered include marketing, public relations, publications, alumni relations, annual appeal, planned giving, corporate and foundation relations, major gifts, and capital campaigns. The course examines ethical issues involved in all aspects of institutional advancement. This course focuses on institutional advancement in modern universities and non-profit institutions, providing students with a foundation in the institutional advancement field. Prerequisite(s): PRL 101 (grade of C or better) and one course with a grade of C or better from: ADV 342, CMST 317, JRN 384, or PRL 362 and ENG 101 (grade of C or better) and ENG 201 (grade of C or better) or consent of instructor.

PRL 466 - Seminar in Public Opinion

Credits: 3

A study of the nature of public opinion and its influences on government, the role of mass media, poll-taking, propaganda techniques, relationship to voting habits, and a detailed examination of techniques developed and used by the press in influencing public opinion. Prerequisite(s): junior standing.

PRL 467 - Crisis Communications

Credits: 3

Development of strategic plans and execution of communications for events that have the potential to generate negative news coverage of unfavorable public opinion of an organization. Prerequisite(s): junior standing.

PRL 468 - Public Relations Campaigns

Credits: 3

A capstone course using research techniques to identify problems and/or public relations opportunities, to monitor implementation of communications programs, and to evaluate those programs using a planning process to develop public relations objectives, strategies, and tactics designed to meet client/employer needs. Students will develop a detailed public relations campaign plan for clients. Prerequisite(s): PRL 368 (grade of C or better) and PRL 365 (grade of C or better), and junior standing or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

PRL 498 - Internship in Public Relations

Credits: 3

Offers students job experience in public relations through a minimum of 150 hours of supervised professional work. Prerequisite(s): junior standing and consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

PRL 499 - Special Topics

Credits: 3

Topics will vary. The purpose of the course is to cover topics that are not specific courses in the curriculum. Prerequisite(s): junior standing. Repeatability: Course may be repeated once if the topic is different from the one previously taken.

RTV 150 - Practicum in Broadcasting

Credits: 1

Assignment of electronic media duties with radio station WSWI-AM, the Scripps Howard Video Production Complex, or in an approved CAP course. Students may earn up to eight hours credit for this course, but may enroll for no more than one credit hour per semester. No more than three credit hours may be applied to a major or minor in Communications. Prerequisite(s): consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RTV 151 - Survey of Contemporary Broadcasting

Credits: 3

A history and survey of broadcasting. This course traces the development of broadcasting to the present day, with emphasis on contemporary broadcasting with its social, cultural, and economic implications. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

RTV 255 - Media Production

Credits: 3

An introductory course covering the fundamentals of digital production techniques for radio, video, and audio and video streaming on the Internet. Prerequisite(s): sophomore standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

RTV 256 - Broadcast Journalism

Credits: 3

Techniques of gathering, writing, editing, and producing news for radio and television. Topics will include broadcast style, working with wire services, codes of ethics, legal considerations, and news applications of audio and video technology. Prerequisite(s): RTV 151 (grade of C or better) or COMM 192 (grade of C or better) and RTV 255 (grade of C or better) or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RTV 350 - Radio-Television Workshop

Credits: 1-3

A workshop course involving the planning, production, and presentation of radio and/or television program materials. Prerequisite(s): RTV 255 (grade of C or better), ENG 101 (grade of C or better), and ENG 201 (grade of C or better) and written consent of the instructor. Repeatability: A maximum of six hours credit may be taken in this course in the following manner: No more than three hours may be earned in radio nor more than three hours in television; No more than three credit hours in radio and/or television may be taken in any one semester; **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RTV 351 - Radio-Television Performance

Credits: 3

Specific training in broadcast performance situations applicable to both radio and television, including commercial announcing, news reporting, interviewing, and ad-lib announcing. Attention is given to pronunciation, articulation, and diction. Prerequisite(s): RTV 255 (grade of C or better), ENG 101 (grade of C or better) and ENG 201 (grade of C or better), or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

RTV 352 - Advanced Television Studio Producing and Directing

Credits: 3

Study of the problems and techniques of studio-based, multi-camera, real-time television production. Students will prepare, produce, and direct programs for broadcast. Prerequisite(s): RTV 255 (grade of C or better), ENG 101 (grade of C or better) and ENG 201 (grade of C or better), **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RTV 353 - Advanced Video Field Production

Credits: 3

Study of the theory and practice of single camera video production with emphasis on concept and script development, camera technology, shot composition, lighting, computer nonlinear editing, and special effects. Students will prepare, produce, and direct client-based PSAs and channel IDs for broadcast. Prerequisite(s): RTV 255 (grade of C or better), ENG 101 (grade of C or better) and ENG 201 (grade of C or better), or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RTV 354 - Writing for Electronic Media

Credits: 3

A study of the techniques and philosophy of copywriting for radio and television advertising, public service, continuity, and general program materials. Prerequisite(s): ENG 101 (grade of C or better), and either ENG 201 (grade of C or better), ENG 301 (grade of C or better), ENG 302 (grade of C or better), or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RTV 356 - Sportscasting

Credits: 3

A study of radio and television sportscasting, with an emphasis on radio. Emphasis will be placed upon play-by-play sports newscasts, interviewing, and features. Prerequisite(s): RTV 255 (grade of C or better), ENG 101 (grade of C or better) and ENG 201 (grade of C or better) . **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RTV 357 - Advanced Broadcast Journalism

Credits: 3

A study of the policies and practices of broadcast news with an emphasis on reporting. Students will produce news packages and learn the decision making processes of broadcast news managers, including agenda setting, gate keeping, and diversity and ethical issues. Prerequisite(s): RTV 255 (grade of C or better), RTV 256 (grade of C or better), ENG 101 (grade of C or better) and ENG 201 (grade of C or better). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RTV 400 - Independent Study in Radio-Television

Credits: 1-3

This course is designed to provide an opportunity for upper-division Communications majors and minors to research subject areas in the field of radio-television. A maximum of six hours may be taken; only three hours may be taken in any one semester. Students who wish to take independent study courses in the radio-television curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications; 2) No more than three hours of Radio-Television 400 may be directed by the same instructor; 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prerequisite(s): 21 hours of communications, upper-division status, and written consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RTV 451 - Radio-Television Programming

Credits: 3

A study of current theories and practices of radio and television programming. The stimulation of creative thinking regarding media programming and its conversion into tangible and practical form. Special attention is given to important aspects of broadcast law and station management and their relationships to programming. Prerequisite(s): RTV 151 (grade of C or better) and RTV 255 (grade of C or better), ENG 101 (grade of C or better) and ENG 201 (grade of C or better) or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RTV 452 - Broadcast and Cable Sales

Credits: 3

Techniques for selling time on radio, television, and cable. Includes interpretation of ratings reports, working with advertising agencies, preparation of sales presentations, and marketing. Prerequisite(s): RTV 151 (grade of C or better) or ADV 101 (grade of C or better); and ENG 101 (grade of C or better) and ENG 201 (grade of C or better) or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RTV 453 - Broadcast and Cable Management

Credits: 3

The special problems encountered by managers of broadcast and cable operations. Emphasis on FCC regulations, managing "creative" personnel, serving the public interest, and other issues faced by radio, TV, and cable managers. Prerequisite(s): RTV 151 (grade of C or better) or RTV 255 (grade of C or better); and ENG 101 (grade of C or better) and ENG 201 (grade of C or better) or consent of instructor.

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.

RTV 457 - Key Issues in Telecommunications

Credits: 3

A capstone course examining contemporary issues confronting broadcasters, cable operators, and Internet content providers. Economic, regulatory, social, and ethical issues are explored. Prerequisite(s): RTV 151 (grade of C or better) or RTV 255 (grade of C or better); and ENG 101 (grade of C or better) and ENG 201 (grade of C or better) and senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

RTV 498 - Internship in Radio-Television

Credits: 3

Offers students job experience in radio and television through a minimum of 150 hours of supervised professional work. Prerequisite(s): junior standing and consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RTV 499 - Special Topics

Credits: 3

Topics will vary. Purpose of course is to cover topics that are not specific courses in the curriculum. Prerequisite(s): ENG 101 (grade of C or better) and ENG 201 (grade of C or better); junior standing. Repeatability: Course may be repeated once if the topic is different from the one previously taken. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RADT 196 - Orientation to Radiologic and Imaging Sciences

Credits: 2

This course provides a general overview of radiologic technology history and practice. Students gain a beginning understanding of the value of radiologic sciences in a healthcare setting, survey the role of radiologic technologists in a variety of settings, recognize national and state credentialing requirements, identify radiologic technology association functions at all levels, and recognize ARRT standards, ethics, and policies and their effects on practicing radiologic technologists' conduct and patient treatment. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RADT 305 - Current Issues in Radiologic and Imaging Sciences

Credits: 3

This course examines the issues important to the radiographers and radiologic technologists practicing in the field of radiography. Human diversity, ethics, health care systems, hospital organizations, radiology organizations, accreditation, professional credentialing, professional organizations, and professional development are studied in relation to the field of radiology. Prerequisite(s): pre-radiology majors and students admitted to the radiologic and imaging sciences programs or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Su.

RADT 307 - Critical Thinking Skills in Radiography

Credits: 3

This course is designed to emphasize the need for critical thinking and to identify factors that hinder critical thinking. This course focuses on identifying the qualities of a critical thinker through the review of numerous case studies, performance case studies for the ionized laboratory, and critical analysis of radiographs. Prerequisite(s): pre-radiology majors and students admitted to the radiologic and imaging sciences programs or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Su.

RADT 308 - Introduction to Radiographic Positioning

Credits: 3

This course is an introduction to general anatomy, terminology, imaging principles, and positioning principles. Positioning methods required for radiographic examinations of the chest, abdomen, and upper extremity will be performed. Prerequisite(s): acceptance in the Radiologic Technology program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RADT 311 - Introduction to Radiologic Technology

Credits: 3

This course introduces students to the field of radiologic technology with reference to the duties and responsibilities of the radiographer, types of equipment used, and image production. Radiation protection, personnel, and organizational structure also are discussed. Prerequisite(s): acceptance in the Radiologic Technology program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RADT 312 - Radiographic Exposure

Credits: 3

This course presents the principles of radiographic image formation with respect to the variables that affect contrast, density, recorded detail, distortion, radiographic facilities, equipment, chemicals, film, radiographic processing, radiographic artifacts, silver recovery systems, x-ray tubes, tube rating, tube cooling charts, control of secondary radiation, and radiographic grids. Prerequisite(s): RADT 308. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

RADT 313 - Radiographic Procedures I

Credits: 3

This course provides a detailed study of the anatomy and positioning methods required for radiographic examinations of the chest and abdomen; urinary, gastrointestinal, and biliary systems; upper extremity and shoulder girdle; and lower extremity. Prerequisite(s): RADT 308. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

RADT 316 - Radiographic Procedures II

Credits: 3

This course is a detailed study of the anatomy and positioning methods required for radiographic examinations of the pelvis/hip, spine, ribs, sternum, sacrum, coccyx, SI joints, SC joints, cranium, and facial bones. Prerequisite(s): RADT 313. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RADT 318 - Radiographic Procedures III

Credits: 3

A detailed study of positioning methods required for trauma radiographic examinations of the cranium, facial bones, spine, chest, shoulder, upper extremities, abdomen, pelvis, hip, and lower extremities. Vital signs, patient assessment, medical emergencies, trauma terminology, types of fractures, common injuries for various types of trauma, common radiographic exposure factors, grid usage, and case studies will be presented. Prerequisite(s): acceptance in the Radiologic Technology program or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RADT 333 - Clinical Practicum I

Credits: 2

This course is an introduction to radiographic/fluoroscopic rooms, image acquisition and manipulation, radiology office and information systems, hospital nursing units and ancillary departments. This course gives student radiographers supervised practical application of previously studied theory of patient care, imaging procedures and professional skills. Prerequisite(s): RADT 308. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

RADT 334 - Radiologic Physics

Credits: 3

This course includes the physical principles underlying radiologic technology, with special attention given to the equipment

required to generate x-rays, the nature and behavior of x-radiation, and the devices relevant to the practical applications of x-rays in diagnosis. Prerequisite(s): RADT 312. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

RADT 335 - Radiation Biology

Credits: 2

This course is designed to study the biological effects of radiation at atomic, molecular, cellular, and systemic levels. In addition, short- and long-term somatic and genetic effect, dose limits, and methods of radiation protection for the patient and the technologist are discussed. Prerequisite(s): none. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

RADT 337 - Introduction to Invasive Imaging Procedures

Credits: 2

An introduction to invasive procedures, including cardiovascular, neurological, and other specialized radiographic procedures. This course is designed to provide students with basic knowledge of aseptic procedures, sterilization, patient preparation, and instrument manipulation. The course will include an in-depth review of vascular, visceral and neurological anatomy visualized and imaged during invasive procedures. Radiologic and medical pharmacological agents will be discussed in regards to dosage, precautions and usage during invasive procedures. Prerequisite(s): RADT 334. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

RADT 343 - Clinical Practicum II

Credits: 2

During this course students will apply knowledge and essential skills of radiographic positioning and exposure. Students will be exposed to clinical rotations in computed tomography and magnetic resonance imaging. Prerequisite(s): RADT 312, RADT 313, RADT 333 and DMS 301. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

RADT 345 - Radiographic Pathology

Credits: 3

Studies the changes that occur with disease in the various systems of the body and the methods of examination and application to radiologic technology. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

RADT 353 - Clinical Practicum III

Credits: 2

This course is a continuation of RADT 343. Students will be exposed to clinical rotations in invasive procedure and start to orient to other clinical affiliates and their established protocols. Prerequisite(s): RADT 343. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

RADT 355 - Advanced Patient Care for Imaging Sciences

Credits: 3

This course offers an advanced approach to patient care, patient education, and patient management within imaging sciences. Course content will include advanced patient assessment, emergency and lifesaving care, hemodynamics, pathology, pharmacology and contrast media administration. Prerequisite(s): DMS 301. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

RADT 365 - Directed Study

Credits: 3

This course emphasizes individualized study in two major areas of diagnostic imaging which include radiographic procedures and patient care procedures. Prerequisite(s): RADT 334. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

RADT 411 - CT/MRI Physics and Instrumentation

Credits: 3

This course provides the students with a detailed study of the computed tomography and magnetic resonance imaging physics and instrumentation information. Course topics include principles of operation, system components, image characteristics, image resolution, image quality, scan design for spiral computed tomography, nuclear magnetism, precession of nuclei, production of the nuclear magnetic resonance signal, nuclear magnetic resonance pulses, nuclear magnetic resonance decay, production of the magnetic resonance image, magnetic resonance imaging equipment, image quality, image contrast, paramagnetic contrast agents, safety, and biological hazards. Prerequisite(s): acceptance in the Radiologic Technology program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Su.**

RADT 412 - Advanced Radiographic Exposure and Mobile Radiography

Credits: 3

This course provides an introduction to the principles of radiographic image formation with respect to digital radiography, image formation with respect to digital radiography, image intensifier tubes, and mobile radiographic equipment. This course helps the student apply critical thinking skills to case studies. Prerequisite(s): RADT 312. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

RADT 413 - Magnetic Resonance Imaging and Computed Tomography Procedures I

Credits: 3

This course provides the students with a detailed study of the magnetic resonance imaging computed tomography procedures of the head and spine. Prerequisite(s): acceptance in the Radiologic Technology program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

RADT 414 - Clinical VII – CT/MRI

Credits: 3

This course provides the students with an introduction to the functions and basic procedures of magnetic resonance imaging and computed tomography. This course includes an overview of the field of MRI/CT, ethics, patient care, professional standards, and the clinical application of imaging skills of the following examinations: routine examinations of the head, skull, neck, cervical spine, thoracic spine, and lumbar spine. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. Prerequisite(s): acceptance in the Radiologic Technology program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RADT 415 - Magnetic Resonance Imaging and Computed Tomography Procedures II

Credits: 3

This course provides the students with a detailed study of the magnetic resonance imaging physics and computed tomography procedures of the thorax, abdomen, urogenital system, pelvis, hip, and knee. Prerequisite(s): acceptance in the Radiologic Technology program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su.

RADT 416 - Clinical VIII – CT/MRI

Credits: 3

This course provides the students with the introduction to the functions of magnetic resonance imaging and computed tomography. The students will perform the following routine examinations: the thorax, abdomen, pelvis, and knee. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. Prerequisite(s): acceptance in the Radiologic Technology program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RADT 421 - Radiologic and Imaging Sciences Clinical Education Methods

Credits: 3

This course focuses on clinical education principles and procedures for radiology programs. Lesson plan formation, unit plan organization, teaching strategies for the clinical educator, and evaluation methods are studied. Prerequisite(s): none. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RADT 424 - Radiologic and Imaging Sciences Practice and Management

Credits: 3

This course will provide students an opportunity to explore leadership within a diagnostic imaging department. Students will participate in classroom instruction or Internet delivered instruction. Students will share knowledge gained during clinical education and/or work environment with each other concerning positive experiences and difficulties they may have encountered. Students will focus on teamwork and problem-solving strategies as applicable in practice. Prerequisite(s): RADT 345. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RADT 425 - Radiographic Critique

Credits: 3

This course focuses on the general guidelines for radiographic critique. The student will critique radiographs on the following regions: chest and abdomen; upper and lower extremities; shoulder; pelvis and hip; cervical, thoracic, and lumbar vertebrae; ribs; and cranium. Prerequisite(s): none. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RADT 426 - Radiologic and Imaging Sciences Advanced Practice

Credits: 3

This course provides students with a practicum in clinical applications with general radiography and radiology management. The student will intern as an assistant clinical instructor or assistant radiologic manager in an accredited radiology clinical site. Concurrent with the clinical practicum the student will participate in classroom instruction or Internet-delivered instruction. Students will share knowledge with each other concerning positive experiences and difficulties they may encounter in their clinical practicum. Students will be supervised by clinical instructors and departmental managers. Prerequisite(s): RADT 421 or RADT 305.

RADT 427 - Digital Radiography and Imaging Informatics

Credits: 3

This course provides students with a detailed study of digital radiography encompassing image acquisition and storage. Students will also study current radiology management systems and picture archival medical systems. Prerequisite(s): registered radiologic technologist, registered nurse, or permission of the instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

RADT 435 - Clinical Practicum IV

Credits: 3

This course is a continuation of RADT 353. Students will become oriented to the clinical outpatient radiology environment. In

addition, students will utilize critical thinking skills and learn to prioritize duties as required during hours of optimized staffing. Prerequisite(s): RADT 353. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

RADT 445 - Clinical Practicum V

Credits: 3

This course is a continuation of RADT 435. Students will expand their critique of images as it relates to pathological processes. Prerequisite(s): RADT 435. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

RADT 455 - Clinical Practicum VI

Credits: 3

This course leads to final mastery of all clinical competencies with an introduction to night shift and alternate clinical environments. Prerequisite(s): RADT 445. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (30 hours/week). **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RADT 456 - Imaging Sciences Seminar

Credits: 3

This course emphasizes individualized study in three major areas of diagnostic imaging which includes radiation protection; radiographic equipment operation and maintenance; and image production and evaluation. Prerequisite(s): RADT 335. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RADT 465 - Directed Study in Radiologic Technology

Credits: 3

This course emphasizes individualized study in the five major areas of diagnostic imaging which include radiation protection; radiographic equipment operation and maintenance; image production and evaluation; radiographic procedures; and patient care procedures. Prerequisite(s): RADT 435. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

RADT 480 - Special Topics in Radiologic and Imaging Sciences

Credits: 1-3

This course provides the opportunity for analysis and synthesis of concepts and research related to special topics in imaging sciences and healthcare. Prerequisite(s): Students admitted to the radiologic and imaging sciences program or consent of instructor. Repeatability: Students may enroll a total of two times for a maximum of six credit hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

RADT 486 - Clinical IX – CT/MRI

Credits: 3

This course provides students with the knowledge, theory, and proficiency in performing the following MRI/CT examinations: skull, head, sinuses, neck, cervical spine, thoracic spine, lumbar spine, pelvis, hip, and knee. Prerequisite(s): registered radiographic technologist by the AART or a registered nurse and admission into the BS program in Radiologic and Imaging Sciences. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

RADT 491 - Integration of Advanced Imaging Concepts

Credits: 3

This course explores the current issues of the imaging sciences from a historical, legal/ethical, and political viewpoint with sensitivity and appreciation of cultural diversity. Students, while drawing upon their educational experiences, will investigate and debate current topics within the imaging sciences profession. This course will increase information literacy and professional development through scholarly research and career developing activities. Students will apply their knowledge and experiences to formulate solutions to controversial problems and issues facing an ever-changing imaging sciences field. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): RADT 196 and junior or senior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

REST 101 - Respiratory Therapy Procedures I

Credits: 2

This course examines and studies the procedures, techniques, and equipment utilized in the administration of oxygen and other gases, with emphasis on analysis. It includes introductory topics pertinent to entering the respiratory care profession, e. g., patient assessment, basic modes of care, specific medical terminology, and general patient care. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

REST 102 - Respiratory Therapy Procedures II

Credits: 2

Emphasizes procedures, techniques, and equipment utilized in airway management and resuscitation. Correlates with Respiratory Therapy REST 101. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 103 - Respiratory Therapy Procedures III

Credits: 2

Emphasizes procedures, techniques, and equipment utilized in humidification and aerosol therapy. Correlates with Respiratory Therapy REST 101 and REST 102. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

REST 104 - Respiratory Therapy Procedures IV

Credits: 4

Emphasizes procedures, techniques, and equipment utilized in ventilation assistance and control, volume ventilation, and long-term ventilation. Correlates with Respiratory Therapy REST 101, REST 102, and REST 103. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 116 - Respiratory Care I

Credits: 2

Introduces the student to the scientific basis of respiratory care, including the study of the anatomy of the normal lung, gas exchange mechanisms, and interpretation and clinical application of arterial blood gases. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

REST 122 - Respiratory Physiology II

Credits: 1

Provides the student with additional information regarding lung physiology. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 126 - Respiratory Care II

Credits: 1

Studies infectious diseases, the physiologic basis of mechanical ventilation, and introduces the student to physical diagnosis. Correlates with Respiratory Care REST 116. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 205 - Respiratory Therapy Procedures V

Credits: 1

Examines and studies the procedures, techniques, and equipment utilized in the practice of lung physiotherapy, with emphasis on the mechanics of respiration, breathing exercises, and respiratory therapy care techniques. Involves clinical practice. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

REST 206 - Respiratory Therapy Procedures VI

Credits: 3

Studies, in theory and practice, the operation, handling, and maintenance of respiratory therapy equipment, including tests and maintenance of analyzers, humidifiers, masks, catheters, cannulae, inhalators, nebulizers, respirators, ventilators, and other specialized equipment and mechanical devices. Involves clinical practice. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

REST 214 - Pulmonary Diseases I

Credits: 3

Examines the etiology, pathophysiology, physical diagnosis, and respiratory care of pulmonary problems with physician rounds and examination of selected patients, and discussion of commonly related clinical problems. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

REST 222 - Respiratory Pathophysiology II

Credits: 1

Further explores the structure and function of the diseased lung with physician rounds and discussion of respiratory disorders. Involves clinical practice. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 224 - Pulmonary Diseases II

Credits: 1

Further explores respiratory care of pulmonary problems, with weekly physician rounds continued. Correlates with Respiratory Therapy REST 214. Involves clinical practice. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 230 - Ethics And Administration

Credits: 1

Presents the ethics adhered to by health professionals, describing the basic elements of organization and administration. Emphasis is on ethics pertinent to the ill person, with the examination of various hospital organizational structure and function, as these relate to the respiratory therapist. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

REST 261 - Clinical Applications Of Respiratory Therapy I

Credits: 3

Examines the relationship between theoretical concepts from the physician's point of view to the clinical practice of the respiratory therapist, with emphasis on emergency care and treatment, blood gas analysis, arterial puncture, and endotracheal intubation. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 262 - Clinical Applications Of Respiratory Therapy II

Credits: 2

Continuation of Respiratory Therapy REST 261, with emphasis on neonatology and pediatric ventilation and intubation. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 263 - Clinical Applications Of Respiratory Therapy III

Credits: 2

Continuation of Respiratory Therapy REST 261 and REST 262, with emphasis on general, thoracic, and neurosurgical conditions, as well as spirometry and pulmonary function. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 291 - Clinical Practice Of Respiratory Therapy Procedures I And III

Credits: 2

Practical study of the theory and practice of respiratory therapy and the treatment of respiratory diseases. Includes seminar discussions of client problems relevant to respiratory care. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

REST 292 - Clinical Practice Of Respiratory Therapy Procedures II And IV

Credits: 1

Continuation of Respiratory Therapy REST 291. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 293 - Clinical Practice Of Respiratory Therapy Procedures V And VI

Credits: 1

Continuation of Respiratory Therapy REST 292. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

REST 294 - Clinical Practice Of Respiratory Therapy I

Credits: 3

Provides experience in the clinical application of respiratory care in the critical care setting. Students also gain experience in other areas of the hospital including the OR, ER, and special care areas. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

REST 295 - Clinical Practice Of Respiratory Therapy II

Credits: 1

Continuation of Respiratory Therapy REST 294. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

REST 391 - Clinical Practice Of Respiratory Therapy III

Credits: 3

Provides experience in clinical respiratory therapy patient care. Emphasizes the assessment and management of patients in critical care and rehabilitation. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

STEM 101 - PLUSS Seminar

Credits: 1

This course is designed to provide exposure to the different STEM disciplines. The seminar will provide opportunities for student to strengthen their foundational knowledge and will provide resources to enhance the study of STEM courses. This course is only open to engineering, mathematics, and science majors. Prerequisite(s): Admission to the PLUSS program is required.

SOCW 221 - Introduction to Social Work

Credits: 3

This course is an introduction to the field of social work. The class is designed to expose the student to the profession of social work, an overview of systems theory, and the relationship of the social worker to the overall social welfare system. The course will emphasize a core understanding of generalist social work practice, the NASW Code of Ethics, and the social work roles needed to impact systems to solve human problems. Special emphasis will be placed on helping the student to develop an understanding and appreciation for diverse cultures, social and economic justice, disabilities, and populations at risk. Open to all students. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOCW 222 - Social Welfare: Emergence of the Social Services

Credits: 3

This course explores the philosophical and historical evolution of the American social welfare system. Course content will cover public and voluntary efforts to deal with poverty and other social problems. Theories of political influence on social change are addressed. Content on social justice, oppression, discrimination, spirituality, and diversity are included. Open to all students. Prerequisite(s): SOCW 221, or permission of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOCW 223 - Introduction to Gerontology

Credits: 3

This is an introductory course to the field of gerontology with an emphasis on programs, resources, and services provided to older populations. Open to all students. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOCW 224 - Introduction to Social Justice

Credits: 3

Introduction to Social Justice is a semester-long course designed to engage students in the careful reading and critical analysis of topics related to social justice issues from historical perspectives. Through readings, guest speakers, field experiences, and independent inquiry, students will deepen their understanding of a variety of social justice movements. Prerequisite(s): ENG 101 (may be taken concurrently)

SOCW 225 - Child Welfare Services

Credits: 3

This introductory course provides a survey of child welfare services in the human services field. Various services are examined including child abuse and neglect, adoption, foster care, and family support services. Open to all students. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOCW 238 - Disabilities in Contemporary Society

Credits: 3

This course explores important issues regarding disabilities in contemporary society. The history of treatment of people with disabilities will be explored with an emphasis on the implications of this history in current programs and services. Special focus will be placed on a critical analysis of the assumptions that support contemporary thinking about disabilities and the service delivery systems based on these assumptions. The range of disabilities addressed will include developmental, adventitious, hidden, and visible. Open to all students. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 239 - Human Behavior and the Social Environment

Credits: 3

This course is designed as a focal point of integration for human behavior content already encountered in life span development, biology of human concern, and social work courses required of pre-majors. The overall goal of this course is to assist the student in understanding the "person-in-environment" and systems concepts when working with individuals, families, and groups. This course will provide opportunities for the student to understand the biological, psychological, sociological, and spiritual aspects of individuals as well as other cultures and minority groups. As a result, students will be able to integrate these components of human behavior as generalist social workers. Prerequisite(s): SOCW 221, SOCW 222, SOC 121, PSY 201, PSY 261, and BIOL 105. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SOCW 241 - Social Work Intervention

Credits: 3

Basic introduction to generalist social work practice and its various modes of intervention. The course gives the student a frame of reference for analyzing various systems encountered in social work practice and an opportunity to experience some of the concepts, skills, value systems, and activities which are the foundation of the practice of social work. Prerequisite(s): SOCW 221, SOCW 222, PSY 201, PSY 261, SOC 121, and BIOL 105. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SOCW 323 - Social Work Practice with the Aged

Credits: 3

This course is designed to give the student an overview of the variety of social, psychological, physical, economical, and environmental issues that confront our aging population today. Students will be exposed to a number of social work generalist roles, primary prevention strategies, and relevant social work interventions which are based on major theoretical approaches in working with this population. Open to all students. Prerequisite(s): No prereq. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 325 - Introduction to Social Work Statistics

Credits: 3

This basic statistics course is designed to expose students to descriptive and inferential statistical measurements. The course will overview various methods of data collection, analysis, and presentation. Research methodology and related issues will be examined as they pertain to the social work researcher and more specifically, the social work practitioner. Prerequisite(s): SOCW 221 and MATH 100. Open to social work majors and pre-majors or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SOCW 326 - Introduction to Social Work Research

Credits: 3

The course is designed to expose the student to the fundamentals of social work research methodology. Students will gain basic skills and knowledge related to hypothesis development, sampling procedures, research methodology, measurement processes, and evaluative procedures. Careful attention will be paid to research methodology used by the social work professional to evaluate macro and micro practice situations and program development. Prerequisite(s): SOCW 325 and open to social work majors and pre-majors or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, Su.

SOCW 340 - Communications Skills

Credits: 3

A laboratory experience that engages students in experiential learning situations which enhance interpersonal communication and professional interviewing skills essential to the helping professions. Variables including culture, race, gender, age, ethnic

background, disability, and social and economic justice will be examined as they impact the professional communications process. Open to social work majors only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOCW 341 - Social Welfare Policy-Program and Service Delivery Analysis

Credits: 3

Social work is a policy-based profession and this course takes the student through the analysis of policy as it affects the practice of social work. The student will study the historical, social, political, and economical aspects of social welfare policy and engage in the analysis of a social welfare policy. The course also will be examining the impact of policy change on both diverse groups and populations at risk. Open to social work majors only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 342 - Social Work Practice with Micro Systems I

Credits: 3

This course is designed to build knowledge and develop the skills needed to work with individuals in a variety of settings. Generalist practice intervention is used as a model to help the student in understanding and completing assessments and in developing intervention plans among diverse populations and populations at risk. The student also will explore ethical and value issues that confront the social worker. Open to social work majors only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOCW 343 - Social Work Practice with Micro Systems II

Credits: 3

The purpose of this course is to train student social workers in group methods that will be utilized in generalist social work practice situations. The types of social group work are covered, the history of group work, and the skills needed to be an effective group leader are presented. Students also will be exposed to group work with both diverse groups and/or populations at risk. Open to social work majors only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 344 - Social Work Practice with Macro Systems

Credits: 3

The macro course prepares social work students to facilitate planned changes in the community and within agencies. Social work macro practice theory and strategies will be presented to students in the course. The student will demonstrate learning by identifying a problem or need in the community, developing an implementation plan based on solid research, and carrying out the implementation plan and evaluating the results. Open to social work majors only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOCW 390 - Independent Study in Social Work

Credits: 1-3

This course is intended for the examination of special topics in social work on an individual basis. Topics will be developed and examined on an arranged basis in agreement with the student and the supervising faculty member. Research will culminate in a scholarly paper submitted by the student. Prerequisite(s): social work junior standing and consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SOCW 392 - Global Social Work

Credits: 3

This course is designed for students seeking to increase their global awareness by engaging in social service work outside the United States. Included in the course is a visit to another country where students will apply social work skills and values through service learning activities. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): SOCW 221, permission of instructor, and sophomore standing. Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 400 - Special Topics in Human Service Practice

Credits: 3

This course provides students exposure to a variety of selected topics of current interest and importance in human service delivery. These topics will change with the interests of faculty and students. Prerequisite(s): Sophomore standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SOCW 401 - Social Work Practicum I

Credits: 3

An experiential, on-site supervised learning opportunity consisting of a minimum of 150 contact hours per semester or approximately 12 hours per week in a local social service agency approved by the director of field in the Social Work Department. The student will be exposed to the actual skills and behavior of the professionals in social work and will have the opportunity of testing newly formed values and knowledge. Open to social work majors only. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): Senior standing and consent of the director of field. Co-Requisite(s) (must be taken at same time as): SOCW 402. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOCW 402 - Social Work Practice I

Credits: 3

The focus is on integrating classroom knowledge content as it relates to the issues of the field practicum. Open to social work

majors only. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): Senior standing and consent of the director of field. Co-Requisite(s) (must be taken at same time as): SOCW 401. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

SOCW 411 - Social Work Practicum II

Credits: 6

Course provides supervised experiential learning external to the classroom. A minimum of 300 contact hours per semester or approximately 20 hours per week are spent in a community social service agency or related organization to develop social work skills and gain supervised practice in performing the role of social worker. Open to social work majors only. Prerequisite(s): Senior standing, completion of all social work major courses except SOCW 412 and SOCW 413, and consent of the director of field. Concurrent (may be taken at same time): Must be taken concurrently with SOCW 412. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

SOCW 412 - Social Work Practice II-Integration Seminar for Social Work Practicum II

Credits: 3

Focus is on providing field students the opportunity of resolving issues encountered in the practicum by consulting with their peers. Under the direction of the faculty, the students participate in consultation/training and peer interaction to enhance the learning gained in the field practicum. Open to social work majors only. Prerequisite(s): Senior standing, completion of all social work major courses except SOCW 411 and SOCW 413, and consent of the director of field. Concurrent (may be taken at same time): Must be taken concurrently with SOCW 411. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

SOCW 413 - BSW Project-Research Study

Credits: 3

The student will choose from one of several "Project Options." With the guidance of the social work faculty, students are expected to carefully develop a project which culminates in a "Senior Level" project or research term paper. The paper will be developed in the final semester of the student's senior year. The student must have completed all social work requirements, with the exception of SOCW 411 and SOCW 412. Open to social work seniors only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

SOCW 500 - Special Topics in Social Work

Credits: 3

This course will provide students exposure to a variety of selected topics of current interest and importance in social work. These topics will change with the interests of the faculty and students. Prerequisite(s): No prereq.

SOCW 503 - The Social Welfare System

Credits: 3

Examines the philosophical, ideological, and historical foundations of contemporary social welfare issues and policies from a global systems perspective. The course includes consideration of the influence of various political perspectives on the conceptualization of the welfare state. The emergence and the evolution, as well as contemporary issues facing the profession and the social and economic justice implications of policies on selected populations are discussed. In addition to considering policy alternatives, students will acquire skills in assessing social impact of social welfare policies in family and community systems as well as skills in tracing the historical development of contemporary social welfare policies at the U.S. federal and state levels. Prerequisite(s): admission to the MSW program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

SOCW 504 - Human Behavior and the Social Environment (HBSE) I

Credits: 3

This course provides an integrative focus of examining the interrelatedness of human physical, psychological, and social systems. Concepts related to culture, social stratification, environmental stress, disability, trauma, and ethnicity are presented in relation to their impact on human systems. Adaptation related to growth and development of the individual is presented with an emphasis on understanding the physical, emotional, and social forces that affect human growth and development. Prerequisite(s): admission to the MSW program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

SOCW 505 - Human Behavior and the Social Environment (HBSE) II

Credits: 3

This course provides foundation knowledge about bio-psych-social cultural aspects of individual, family, and small group systems. Within this framework, emphasis is placed on issues related to human diversity and social justice. A holistic systems conceptual approach is used to demonstrate their relationship to larger social systems. Social systems; life-process development; culture and ethnicity; stress, coping, and adaptation; and major social issues over the life span are emphasized in this course. Students also will learn about an overall framework or model for integrating concepts, understanding human beings in society, and optimizing human functioning in society. Prerequisite(s): admission to the MSW program, and SOCW 503 and SOCW 504. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

SOCW 506 - The Foundation of Social Work Practice

Credits: 3

This course provides foundation knowledge at the graduate level about generalist social work practice. The course examines the wide range of knowledge and skills needed for collaborative work with individuals, families, groups, organizations and

communities to promote planned change and enhance client empowerment. Using a systems perspective, the course focuses on work within social service agencies, including effective use of supervision and consultation, and critical thinking skills. Social work values and ethical decision making is presented by introducing students to the NASW Code of Ethics as an essential component of professional social work practice. Prerequisite(s): admission to the MSW program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOCW 507 - Social Work Research Seminar

Credits: 3

This course builds upon the foundation of basic undergraduate research courses. Emphasis is placed on the continued development at the graduate level of critical analytical skills related to application of basic concepts in research methodology including problem formulation, research design, sampling, measurement, and data analysis. The course will focus on quantitative and qualitative methods and familiarize students with the computer-based system for data entry and analysis. The course prepares students to be consumers and producers of social work research so that they can apply evidence-based interventions to diverse clinical settings and populations at risk and to utilize sound ethical principles related to research. Prerequisite(s): admission to the MSW program. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOCW 508 - Micro Systems: Practice with Individuals, Groups, and Families

Credits: 3

This course focuses on the development of knowledge, values, and skills needed for social workers at the graduate level to practice with individual and small group systems. Particular consideration is given to examining the theories within a generalist framework for social work practice. Ethical principles, methodologies, and techniques are included as they relate to contemporary professional practice. Socio-cultural membership, gender, racial and ethnic factors, disabilities, and other human diversity issues are studied as variables impacting the provision of social services to individuals, families, and small group systems. The role of research in social work practice evaluation is covered. Prerequisite(s): admission to the MSW program, SOCW 503, SOCW 504, and SOCW 506. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 509 - Macro Systems: Institutional and Community Systems

Credits: 3

Examines the theoretical frameworks that shape the foundation for social work generalist practice with organizations and communities. Built upon a liberal arts perspective of community and society, the course provides advanced knowledge about social work's professional relationships with organizations and communities. The course emphasizes skills to enhance competent macro practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, and national economic justice. Prerequisite(s): admission to the MSW program, SOCW 503, SOCW 504, and SOCW 506. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 510 - Social Welfare Policy and Service

Credits: 3

Provides a framework for social welfare policy analysis with special attention to the state policy-making process and the impact of policy on persons that may be disadvantaged by poverty and other forms of oppression. The course emphasizes culturally competent policy practice and advocacy related to diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, and sexual orientation. Policy practice skills related to policy formulation development, implementation, and evaluation will be addressed. Prerequisite(s): admission to the MSW program, SOCW 503 and SOCW 504. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 511 - Graduate Field Placement I

Credits: 3

Provides a "generalist" social work practice experience in a community based social service agency under the direct supervision of an agency based field instructor in consultation with social work faculty. Generalist practice is broadly defined; the parameters for practice are determined by the identified client needs, mission, and function of the agency and the level of training of the student. Typical roles of the student include: advocate, broker, educator, community organizer, group worker, and individual counselor. Typical tasks: preparing psychosocial histories, developing service plans, and implementing interventions congruent with the multi-variant client needs. Skills expected include the ability to communicate empathy, genuineness, positive regard, and the ability to utilize a planned change process throughout the generalist model. Prerequisite(s): admission to the MSW program and completion of SOCW 503, SOCW 504, SOCW 505, SOCW 506, SOCW 507, SOCW 508, SOCW 509, SOCW 510, and permission of the director of field education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

SOCW 512 - Integrated Field Placement Seminar I

Credits: 1

Taken concurrently with the field placement, this seminar integrates theory and skills from the classroom with the agency based field experience. "Generalist" social work practices as demonstrated in a variety of agency settings is evidenced by students sharing their field experiences and receiving feedback on their own application of generalist practice knowledge. Prerequisite(s): admission to the MSW program, and completion of SOCW 503, SOCW 504, SOCW 505, SOCW 506, SOCW 507, SOCW 508, SOCW 509 and SOCW 510, and permission of the director of field education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

SOCW 601 - Clinical Assessment and Psychopathology in Social Work

Credits: 3

This advanced course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. Students will discuss major frameworks for organizing assessment data and formulating diagnostic understanding, with a view on the utility for clinical practice in varied settings with diverse populations. The Diagnostic and Statistical Manual of Mental Disorders (DSM) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. Prerequisite(s): admission to the MSW program and completion of all 500-level core classes or advanced standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

SOCW 602 - Clinical Planning and Treatment Process in Social Work

Credits: 3

Building upon SOCW 601, this advanced course provides an in-depth consideration of the clinical process of treatment planning and intervention in social work practice. The case study method will be utilized to discuss the application of assessment, treatment planning with a well-defined clinical focus, and evidenced-based intervention strategies to a variety of complex treatment concerns across diverse populations. Advanced case management and multidisciplinary collaboration also are covered. The development and application of advanced clinical reasoning is a major goal. The complexities of ethical, legal, and professional issues for clinical practice will be examined. Prerequisite(s): admission to the MSW program, completion of all 500-level core classes, or advanced standing status and SOCW 601. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Sp.**

SOCW 605 - Practice Evaluation

Credits: 3

Practice evaluation refers to research strategies and designs used by social workers to assess the impact and effectiveness of social work interventions. The course prepares the social work practitioner for the systematic evaluation of direct services and treatment interventions. Specifically the course examines the theoretical and practical applications of outcome and process research. It also examines the use of qualitative and single system research designs in the context of the advanced clinical concentration curriculum. Prerequisite(s): SOCW 507. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

SOCW 608 - Theories of Clinical Practice

Credits: 3

Provides content on contemporary theoretical paradigms and techniques of advanced clinical social work practice. This course builds on the foundation established in the generalist practice classes taught in the first year MSW graduate curriculum. The focus is on the application of theoretical models to a variety of populations including clinical interventions with individuals, groups, couples, and family systems. Prerequisite(s): admission to the MSW program and completion of all 500-level core classes or advanced standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.**

SOCW 610 - Human Diversity in Social Work Practice

Credits: 3

This course provides a broad base of knowledge pertaining to policy and practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, sexual orientation, and international groups. Institutional, historical, and cultural barriers to equality are explored, with their implications for policy and practice within a global context. Micro and macro level implications of strength and resilience and the valuing of diversity will be addressed. Students will demonstrate an understanding of the impact of diversity and equality on human systems and social policy. Prerequisite(s): admission to the MSW program and completion of the foundation curriculum or advanced standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): Su.**

SOCW 611 - MSW II Graduate Field Placement

Credits: 2-4

Provides a “clinical” or otherwise “specialized” social work practice experience in a community based agency under the direct supervision of an agency based field instructor who has expertise in the specialization. While anchored in the liberal arts foundation, generalist model and values that distinguish social work as a discipline, this advanced practicum is both specialized and rigorous in its demands for interventions grounded in sound science, technical skill, and the art of therapeutic practice. The MSW II placement provides opportunities for clinical activities building on the generalist foundation. Its emphasis is on the student developing a “therapeutic” style of practice while acquiring expertise within the specialization offered by the field agency. The ratio of generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency. Specializations may be defined by the problem, such as chemical dependency; the population, e.g., children and families; practice areas such as mental health or school social work and expertise in use of a particular intervention model. Prerequisite(s): admission to the MSW program, completion of all graduate foundation classes below SOCW 611, and permission of the director of field education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

SOCW 612 - MSW II Integrated Field Placement Seminar

Credits: 1-2

Taken concurrently with SOCW 611, this seminar integrates theory and skills from the classroom with an agency-based field experience. Therapeutic or clinical social work practices reflecting a variety of theoretical bases are demonstrated as students share their field experiences and receive feedback on their own application of specialized practice knowledge. Prerequisite(s): admission to the MSW program, completion of all graduate foundation classes below SOCW 611, and permission of the director of field education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.**

SOCW 621 - Introduction to Family Systems

Credits: 3

Examines the family as a contemporary social institution. Consideration is given to historical, cross-cultural perspectives in exploring the range of issues with which the contemporary family must cope. The course also examines the various therapy approaches to dealing with family issues and dysfunction. Skill in working with various family problems and configurations will be developed based on these theories. Various family systems including nuclear, single parent, blended and multigenerational families will be examined. Prerequisite(s): admission to the MSW program and completion of all graduate foundation classes or advanced standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 625 - Social Work Practice with Children and Adolescents

Credits: 3

Examines the development and behavior of children and adolescents in relation to the ability to function in their roles in society, including in the family, with peers, schools or other systems. Assessment or functioning and interventions congruent with the child/adolescents' needs are explored. Consideration will be given to the impact of the environmental context in which problems manifest, including community or organizational cultures and policy; socio-economic factors or other aspects of human diversity. Prerequisite(s): admission to the MSW program and completion of all graduate foundation classes or advanced standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 627 - Social Work Practice with the Elderly

Credits: 3

This course focuses on the social worker's role with aging individuals, groups, and communities. Development of knowledge and skills of intervention appropriate for both community and institutional services will be emphasized. Prerequisite(s): admission to the MSW program and completion of all graduate foundation classes or advanced standing status.

SOCW 629 - Social Work Practice and Disability

Credits: 3

This course examines a broad array of disability-related issues including various definitions of disability, the experience of disability, frameworks for understanding disability, services for persons with disabilities, the practice implications of public policy, role options for social workers, and practice considerations. Innovative social work practice, with an emphasis on a social construction model directed at inclusion-integration rather than a medical model emphasizing restoration will be emphasized. Prerequisite(s): admission to the MSW program.

SOCW 632 - Social Work Practice with Persons with Serious Mental Illness

Credits: 3

Examines the role of the social worker with persons with serious mental illnesses. Includes an examination of various etiological theories, cultural and family issues, community-based services, and evidence-based knowledge needed to plan, deliver, and evaluate services for this population. Prerequisite(s): admission to the MSW program.

SOCW 634 - Social Work Practice with Substance Abusers and Their Families

Credits: 3

This course will focus on the knowledge and skills essential to a range of social work roles and practice modalities with substance abusers and their families. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with this population. Special issues related to children and adolescents, family systems, ethnic groups, gay men and lesbians, elderly, disabled, and dually diagnosed are explored. Selected social policy and service delivery issues and research findings are considered. Prerequisite(s): admission to the MSW program.

SOCW 638 - Minority Groups and Cultural Issues in Social Work Practice

Credits: 3

Focuses on assisting students in developing a cultural and ethnic-sensitive approach to their practice. It also emphasizes the identification and use of different theoretical models of practice that can be effective in intervention with minority individuals, families, groups, and communities. Prerequisite(s): admission to the MSW program and completion of the foundation curriculum or advanced standing status and SOCW 610.

SOCW 642 - Foundations of School Social Work

Credits: 3

This advanced practice specialization course exposes the students to the field of school social work. The focus will be on the role of the social worker in the school. This includes provision of evidence-based direct service, consultation, advocacy, program development and evaluation, evaluation of one's own practice and service delivery, and liaison with families and community systems. Emphasis is placed on cultural competency and interprofessional/inter-disciplinary collaboration in the provision of school social work services. Prerequisite(s): admission to the MSW program and completion of the 500-level core classes or advanced standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Su.

SOCW 645 - Foundations of Occupational Social Work

Credits: 3

This course is designed to expose the student to the emerging field of Occupational Social Work and the role of the social worker

in the field. Various roles of graduate level social workers in the field will be examined including counselor, trainer/educator, mediator, program developer, and organizer. Models of occupational social work knowledge and skills needed for practice will also be examined. Prerequisite(s): admission to the MSW program.

SOCW 652 - Family and Couples Therapy

Credits: 3

This course provides theoretical models for understanding how families and couples function. It also examines approaches for assessing and treating families and couples. Expertise in working with various family and marital problems and configurations will be developed. Issues in working with diverse family systems in relation to therapeutic strategies and the social worker are explored. Prerequisite(s): admission to the MSW program and second-year or advanced-standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Su.

SOCW 656 - Behavioral Interventions in Social Work Practice

Credits: 3

Focuses on the clinical applications of behavioral therapy to include social learning and cognitive therapies. Students will be exposed to the use of behavioral approaches relevant to the practice of social work. Prerequisite(s): admission to the MSW program and second-year or advanced standing status.

SOCW 658 - Cognitive Approaches to Intervention in Social Work Practice

Credits: 3

This course provides an overview of the theoretical frameworks underlying cognitive approaches to clinical intervention. Content will be presented to enhance the intervention repertoire of the clinical social work practitioner with change concepts and techniques from cognitive approaches. Prerequisite(s): admission to the MSW program and second-year or advanced-standing status.

SOCW 660 - Clinical Practice with Groups

Credits: 3

This group course will focus on the development of therapeutic groups in social work practice. In particular it is about working with people in small groups in a way that is therapeutic, growth producing, and life enhancing. It teaches social work practitioners how to do clinical social work with groups, how to integrate small-groups theory and how to apply therapeutic group principles. The brief focal group therapy model is introduced and applied to various client populations such as those dealing with spouse abuse, incest, depression, post-traumatic stress disorder, and addictions. Prerequisite(s): admission to the MSW program and second year or advanced-standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Su.

SOCW 664 - Crisis Intervention

Credits: 3

Focuses on the identifying crisis as a process and the subsequent interventions used by social work practitioners to influence various crises. Students are expected to acquire competence in responding to crisis situations on primary, secondary and tertiary levels. Prerequisite(s): admission to the MSW program and second-year or advanced-standing status.

SOCW 666 - Test and Measurement Issues in Clinical Social Work Practice

Credits: 3

The course exposes students in social work to a variety of assessment tools used by social workers to evaluate practice intervention and to assess clients. Students will become familiar with the psychometric issues appropriate to evaluating assessment instruments, the implementation of assessment instruments with clients, and the interpretation of the results. Prerequisite(s): admission to the MSW program and second-year or advanced-standing status, SOCW 507 and SOCW 605.

SOCW 668 - Human Sexuality: Sexology, Clinical Issues, and Interventions

Credits: 3

Explores current research based knowledge in regard to human sexuality, including the sexology of erotic orientation, the cultural contexts of human sexual behavior and meaning of sexuality in context of the whole person. Interviewing skills and treatment approaches specialized to sexual issues, dysfunctions, including sexual anomalies, will be presented. Prerequisite(s): admission to the MSW program and second-year or advanced-standing status.

SOCW 670 - Advanced Seminar in Community Planning and Organization

Credits: 3

Comparative analysis of major theoretical models dealing with understanding and promoting change in organizing communities and society. The course will examine the history and development of community organizing, critically evaluate research findings about community planning and organization, and promote the development of new models to advance social and economic justice. Prerequisite(s): admission to the MSW program.

SOCW 671 - Social Work Management in the Clinical Setting

Credits: 3

This course examines theories and methods of social work administration in a clinical setting. It is organized around traditional management functions (planning, resource acquisition, budgeting, organizing, staffing, leading, and evaluating), and highlights performance in the areas of client outcomes, productivity and efficiency, resource acquisition and management, staff well-being,

and strategic planning as ongoing process within the clinical setting. Particular attention will be given to the mental health and related policies that affect the social work administrator who functions within a clinical setting. This course is a requirement for students in the clinical concentration. Prerequisite(s): admission to the MSW program and second-year or advanced-standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Su.

SOCW 682 - School Social Work Policies, Regulations, and Legal Issues

Credits: 3

The course examines the interrelationship of educational policies and practices relevant to school social workers, providing advanced knowledge about major federal and state educational policy initiatives within the last decade and their impact on school social workers and local school districts. Collaborative relationships with school administrators, teachers, paraprofessionals, parents, and the general public are analyzed. Special attention is given to legal, ethical, and cultural issues of diversity, disability and special education, and the implications for school policies and practices. The course includes a range of social work strategies that can be applied across the curriculum and grade levels to accommodate diversity in classroom learning and behavior.

SOCW 690 - Global Social Work Practice

Credits: 1

This elective course is designed for graduate social work students seeking to increase their global awareness by engaging in social service work outside of the United States. Included in the course is a visit to another country where students will apply social work skills and values through service learning activities. The course emphasizes development of knowledge and skills within a cultural and ethnic-sensitive approach to their practice. Prerequisite(s): admission to the MSW program and permission of instructor are required. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOCW 692 - Advanced Graduate Social Work Project

Credits: 3

In this course, the students are expected to independently implement an integrative research project and summarize findings. This project will build upon knowledge developed in prior course work. It requires students to demonstrate an understanding of social work practice, use their knowledge of social research methodology and to utilize critical thinking appropriate to a graduate level professional social worker. Prerequisite(s): admission to the MSW program and completion of the foundation curriculum or advanced-standing status. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

SOCW 699 - Independent Study

Credits: 1-3

Independent study of a topic relevant to the professional discipline of social work that is not otherwise covered in the curriculum. Prerequisite(s): consent of the MSW program director.

SOC 121 - Principles of Sociology

Credits: 3

An examination of social dynamics and consequences of social life. The main topics are culture, social groups, socialization, deviance, social stratification, race relations, gender, and family. It is required of majors and minors. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1060.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SOC 200 - Special Topics in Sociology

Credits: 3

This course is a means for the study of selected topics of current interest and importance in sociology. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course without limit as the topic changes. Prerequisite(s): SOC 121.

SOC 225 - Criminology

Credits: 3

A consideration of criminality, its nature and extent, particularly in the United States. Includes analysis of the etiology of criminal behavior, the sociology of criminal law, and societal reaction to criminals. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOC 231 - Social Problems

Credits: 3

Examination of the nature, extent, causes, and effects of selected contemporary social problems, such as gender, sexual behavior, drugs, environment, economic inequality, racial inequality, crime, and education. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: ISH 1061.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOC 251 - Principles of Social Psychology

Credits: 3

A general consideration of human behavior in social situations with particular emphasis on communication processes,

socialization, social roles, social self, and social groupings. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. Meets IN Statewide Core.

SOC 261 - Marriage and Family

Credits: 3

The course examines research about the family life cycle. The specific areas investigated are sex roles, a history of the American family, dating, sexual behavior, marriage, childbirth, children, the middle-aged, the elderly, divorce, and step-parenting. Meets The University Core Curriculum C2: Individual Development/Social Behavior category. Prerequisite(s): SOC 121. Meets IN Statewide Core.

SOC 335 - Juvenile Delinquency

Credits: 3

An in-depth study examination of juvenile delinquency and its causes, effects, treatment and prevention. Includes analysis of how social institutions influence delinquency, theoretical explanations for delinquency, and the creation and current efforts of the juvenile justice system. Prerequisite(s): SOC 121 and junior standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOC 341 - Sociology of Medicine

Credits: 3

The social organization of medical care. The course considers patterns of morbidity and mortality, social epidemiology of disease, social effects of disease, doctor-patient relationships, cost of medical services, hospitalized patients, modes of medical practice, hospital organization, and programs of medical care. Prerequisite(s): SOC 121.

SOC 343 - Sociology of Death and Dying

Credits: 3

The social structures and processes involved with death and dying. The course considers different concepts of death, death as a social disease, the demography of death, the determination of death, the funeral industry, the social psychology of dying, dying patients, and the survivors of death. Prerequisite(s): SOC 121.

SOC 345 - Simulated Games of Society

Credits: 3

The study of society through the use of simulated games. The power structure, the social class system, the justice system, sex roles, different cultures, whole societies, ghettos, economic systems, municipal politics, and national political parties are simulated in classroom games to provide the student with experiential knowledge of these processes. Prerequisite(s): SOC 121.

SOC 370 - Seminar in Sociology

Credits: 3

An intensive, small-group discussion of recent research on topics of current interest to sociologists. The seminar format will emphasize critical thinking and discussion. Prerequisite(s): junior standing. Repeatability: Students may take the course more than once as the reading list changes. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SOC 371 - Classical Sociological Theory

Credits: 3

An examination of 19th and early 20th century developments in sociological theory. Course examines developments in some of the major theoretical traditions. The context and key ideas of each tradition will be considered. Students will read original texts. Prerequisite(s): SOC 121 and three hours of sociology or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOC 372 - Contemporary Sociological Theory

Credits: 3

An examination of early 20th century to present developments in sociological theory. Course examines developments in some of the major theoretical traditions. The context and key ideas of each tradition will be considered. Students will read original texts. Prerequisite(s): SOC 371. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** S.

SOC 375 - Social Change

Credits: 3

An investigation of change in cultural patterns, behavioral relationships, and social structure. Topics comprise social movements, work, urbanization, family, computerization, social organizations, and other aspects of American society. Prerequisite(s): SOC 121 and junior standing.

SOC 391 - Introduction to Sociological Research

Credits: 3

An examination of the various methods that sociologists use to conduct research. Course work includes concept formation, sampling, questionnaire construction, content analysis, experiments, and field observations. Students learn how to conceptualize and design their own research project. Prerequisite(s): nine hours of sociology/criminal justice studies courses. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SOC 392 - Statistics for Social Research

Credits: 3

An introductory course in descriptive and inferential statistics. Course work includes probability, univariate statistics, bivariate statistics, and statistical modeling using the SPSS computer analysis software package. Students learn how to write research reports using statistical evidence. Prerequisite(s): SOC 391, MATH 108 or MATH 111. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SOC 415 - Sociology of the Environment

Credits: 3

A sociological approach to understanding the interaction of society and the natural environment. It focuses on social causes and consequences of environmental problems and mitigating actions taken toward them. It also addresses inequality in the distribution of environmental problems. Several specific cases are studied in detail. Prerequisite(s): six hours of sociology or consent of instructor.

SOC 421 - Race and Ethnicity

Credits: 3

A sociological exploration of the origins and influence of race, ethnicity, and cultural/national identity in American and international stratification systems. Prerequisite(s): six hours of sociology or consent of instructor.

SOC 424 - Population

Credits: 3

The quantitative and qualitative aspects of population and population trends in significant areas of the world; emphasis is on cultural implications with some attention to population research techniques. Prerequisite(s): six hours of sociology or consent of instructor.

SOC 426 - Sociology of Deviant Behavior

Credits: 3

An examination of various concepts of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. The course emphasizes the relationship of such behavior to social structure and social processes. Prerequisite(s): six hours of sociology or consent of instructor.

SOC 431 - Gender and Society

Credits: 3

An exploration of gender patterns. The course focuses on gender differences. It analyzes the causes and the consequences of these differences for social life, including the various social inequalities between males and females that have become institutionalized in American society. Prerequisite(s): six hours of sociology or consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOC 441 - Social Movements

Credits: 3

Consideration of social movements as attempts to establish a new order of life. Analyzes states of development from inception to the achievement of full institutionalization. Specific social movements are examined such as the labor movement, the women's movement, and racial, religious, and political movements. Prerequisite(s): six hours of sociology or consent of instructor.

SOC 461 - Sociological Issues in Education

Credits: 3

An examination of current problems and controversies in American education from preschool to college, particularly issues involving quality and equality. The course explores the reciprocal influence between educational institutions and other institutions in American society.

SOC 463 - Wealth and Poverty

Credits: 3

An examination of social stratification in U.S. society with comparisons to other countries. The course explores different indicators of inequality, the social class system, theories of inequality, poverty, social mobility, and legitimation of inequality. It also explores racial and gender stratification. Prerequisite(s): six hours of sociology or consent of instructor.

SOC 489 - Independent Study

Credits: 1-3

An extensive examination of the main sociological ideas on a specific topic. The major paper is a product of critical reading or advanced research. Prerequisite(s): nine hours in sociology and consent of instructor. Repeatability: The course may be taken up to six hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOC 499 - Internship in Sociology

Credits: 3

An opportunity for a job-related experience in the area of sociology. Students will be placed in an agency that reflects their future

occupational interests. Prerequisite(s): nine hours in sociology and consent of instructor. Repeatability: The course may be taken up to six hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SOC 603 - American Values: Contemporary Debates

Credits: 3

An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social science core course in the MALS program. Prerequisite(s): No prereq. Cross-Listed: Cross-listed as LBST 603 .

SPAN 101 - Beginning Spanish I

Credits: 3

Fundamentals of Spanish; no previous Spanish required. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1910.*

SPAN 102 - Beginning Spanish II

Credits: 3

Fundamentals of Spanish; continuation of SPAN 101 . Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C5: Global Communities category. Prerequisite(s): SPAN 101 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1911.* Meets IN Statewide Core.

SPAN 203 - Intermediate Spanish I

Credits: 3

Continuation of SPAN 102. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): SPAN 102 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1912.* Meets IN Statewide Core.

SPAN 204 - Intermediate Spanish II

Credits: 3

Continuation of SPAN 203. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Meets The University Core Curriculum C4: Western Culture category. Prerequisite(s): SPAN 203 or consent of instructor. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IWL 1913.* Meets IN Statewide Core.

SPAN 205 - Cultural Contexts for Conversation

Credits: 3

Intensive oral practice of Spanish on the intermediate level. Topics include Hispanic popular culture, current events, work, and travel. Prerequisite(s): SPAN 203 or consent of instructor. Concurrent (may be taken at same time): May be taken concurrently with SPAN 204 or SPAN 306.

SPAN 275 - The Hispanic Film

Credits: 3

Weekly showings and discussions of Hispanic films. Analysis of the thematic and artistic diversity from its beginnings in the early 20th century to the present. (Course taught in English) Meets The University Core Curriculum B2: The Arts category. Meets IN Statewide Core.

SPAN 303 - Spanish for Heritage Speakers

Credits: 3

Expansion of bilingual proficiency of Spanish-heritage speakers. Emphasis on basic language development in reading, writing, and cultural knowledge. Prerequisite(s): consent of instructor.

SPAN 306 - Advanced Spanish I

Credits: 3

Continuation of SPAN 204. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): SPAN 204 or consent of instructor.

SPAN 307 - Advanced Spanish II

Credits: 3

Continuation of SPAN 306. Emphasis on the four language skills of listening, speaking, reading, and writing in the cultural context of the Spanish-speaking countries. In addition to regular class meetings, students are required to complete one hour per week in the language lab. Prerequisite(s): SPAN 306 or consent of instructor.

SPAN 308 - Hispanic Cultures

Credits: 3

Study of Hispanic cultures, emphasizing developments in language, literature, philosophy, the arts, politics, traditions and institutions from the beginnings to present. (Course may be taught in English.) Prerequisite(s): SPAN 306

SPAN 325 - Introduction to Hispanic Literature

Credits: 3

Critical readings and literary and cultural analysis of selected Latin American and Spanish texts from the Middle Ages to present in the major literary genres. Prerequisite(s): SPAN 306 or consent of instructor.

SPAN 332 - US Latino Literature and Culture

Credits: 3

A study of Latino Voices in the United States. Prerequisite(s): SPAN 306 or consent of instructor.

SPAN 333 - Afro-Latin American Studies

Credits: 3

Study of social conditions, and literary and cultural products of Latin American minorities of African descent that have contributed to the establishment of modern nation-states. Prerequisite(s): SPAN 306 or consent of instructor.

SPAN 335 - Spanish for the Professional

Credits: 3

Study of the working knowledge of the target language, cultural behaviors, and values useful in various professional fields. Course may include a service learning component. Prerequisite(s): SPAN 306 or consent of instructor.

SPAN 344 - Hispanic Literature in Translation

Credits: 3

Study and analysis of selected Spanish American and Spanish literary masterworks in English translation.

SPAN 365 - Introduction to Applied Linguistics

Credits: 3

Focuses on the development of language in human beings, first and second language acquisition in formal or informal settings, including computer-assisted language learning. (Course taught in English) Prerequisite(s): Sophomore standing

SPAN 402 - Composition and Stylistics

Credits: 3

Intensive practice of original compositions with a review of the difficult points of grammar, directed to promote students to write Spanish correctly and to develop a literary style. Prerequisite(s): SPAN 306 or consent of instructor,

SPAN 411 - Spanish Linguistics I

Credits: 3

Fundamentals of Spanish phonetics, phonology, and dialectology. Prerequisite(s): SPAN 306 or consent of instructor,

SPAN 412 - Spanish Linguistics II

Credits: 3

Fundamentals of Spanish morphology, syntax, and semantics, including an overview of the history of the Spanish language. Prerequisite(s): SPAN 306 or consent of the instructor.

SPAN 413 - Spanish American Narrative

Credits: 3

The study of Spanish American narrative from romantic to psychological, text, including the novel. Prerequisite(s): SPAN 307 or consent of the instructor.

SPAN 414 - Hispanic Poetry

Credits: 3

Study of the development and understanding of traditional poetry forms as manifested in the literature of Spanish America and Spain. Prerequisite(s): SPAN 307 or consent of instructor.

SPAN 415 - The Hispanic Essay

Credits: 3

Literary analysis of ideas of the principle thinkers of Spanish American countries and Spain through their most important works. Prerequisite(s): SPAN 307 or consent of instructor.

SPAN 417 - Hispanic Drama

Credits: 3

Study of 20th century drama, emphasizing the contributions of dramatic traditions in Latin America and Spain. Prerequisite(s): SPAN 307 or consent of instructor.

SPAN 454 - Golden Age Drama

Credits: 3

The verse dramas which illustrate the dramatic techniques and themes prevalent in Spain (1600-1700). Prerequisite(s): SPAN 307 or consent of instructor.

SPAN 460 - Internship in Spanish

Credits: 1-6

An opportunity for job-related experience in the area of language studies. Prerequisite(s): Consent of department chairperson. Repeatability: The course may be taken for a maximum of six credit hours.

SPAN 490 - Special Topics in Spanish

Credits: 3

Specialized topics to study in the fields of Spanish language study, teacher preparation, culture, and literature.. Prerequisite(s): Consent of instructor. Repeatability: Students may repeat the course without limits as the topic changes.

SPAN 499 - Individual Study in Spanish

Credits: 1-3

Research or advanced study in a specific area of Hispanic literature, culture, education, or language, culminating in an analytical paper or comprehensive exam. Prerequisite(s): Approval of department chair. Repeatability: May be taken for up to six credit hours.

SPAN 516 - Spanish-American Novel

Credits: 3

Survey of the genre in Spanish America from the romantic to the psychological novel. Prerequisite(s): No prereq.

SPAN 518 - Spanish American Poetry

Credits: 3

The major figures and movements in Spanish-speaking America. The course will apply a variety of critical approaches (comparative, biographic, sociological, psychological, structuralist, etc.) to the analysis of poetic texts. Prerequisite(s): No prereq.

SPAN 521 - 20th Century Mexican Novel

Credits: 3

20th century Mexican novel from the revolution to the present. Prerequisite(s): No prereq.

SPAN 554 - Golden Age Drama

Credits: 3

Study of verse dramas that illustrate the dramatic techniques and universal themes prevalent in Spain (1600- 1700). Prerequisite(s): No prereq.

SPAN 556 - Don Quixote

Credits: 3

Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form. Prerequisite(s): No prereq.

SPAN 576 - Realism and Naturalism in the Nineteenth-Century Spanish Novel

Credits: 3

Analysis of the artistic theories of Realism and Naturalism as experienced in the nineteenth-century Spanish novel and selected critical writing. Prerequisite(s): consent of instructor.

SPTM 223 - Principles of Recreation

Credits: 3

As an introductory course in recreation services, emphasis is placed on the history, concepts, principles, and philosophical rationale of the recreation movement. Types of recreation sponsorship are analyzed, and a detailed investigation is made into the function of governmental levels in recreation. Future implications for recreation as a profession are analyzed in light of current trends. Course topics include philosophy, history, theory, and survey of public and private recreation service organizations.

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.

SPTM 225 - Principles of Intercollegiate Athletic Administration

Credits: 3

This course provides a comprehensive view of management processes such as the hiring of coaches, generating revenue to cover expenses, recruiting and its mechanics and regulations, ensuring the well-being of student-athletes, and Title IX enforcement.

Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F.

SPTM 226 - Principles and Problems of Coaching

Credits: 3

Examines the basic philosophies and concepts of coaching. Attention is focused on the background information of coaching in general rather than on specific sports. Topics of study include the background of athletics, program organization, conditioning, motivation, and public relations as they relate to the coaching position. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F.

SPTM 228 - Principles and Applications of Sport Management

Credits: 3

Introduces the foundations and principles on which sport management operates. A general overview of the sport industry and the fundamental knowledge and skill sets of the sport manager are discussed. Potential employment and career choices are highlighted. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 263 - Outdoor Adventure Education

Credits: 2

This course covers the philosophy of Outdoor Adventure Education by examining the practical organizational and instructional skills needed for outdoor leadership. The student will be presented with definitions of terms related to outdoor education, historical antecedents, environmental and adventure education. This course will also present perspectives on the social and psychological benefits of outdoor education. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Su.

SPTM 283 - Field Experience in Sport and Exercise

Credits: 1

Provides students with practical experiences in sport and exercise related fields. Students have the opportunity to observe professionals at work and learn about the basic operations of a facility and about programs and services offered. Prerequisite(s): Must be a declared exercise science, kinesiology, sport management, or health professions major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F

SPTM 288. - Introduction to Sport Communication

Credits: 3

The course will provide a comprehensive understanding of the emerging field of sport communication. Through the examination of key research, current trends, industry demands, and the organizational value of sport communication, readers will gain a thorough grounding in the diverse areas the field offers for both academic study and professional practice. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

SPTM 302 - Practicum in Recreational Sports

Credits: 3

Integrates coursework with planned and supervised recreational sports experiences for a total of 150 hours. Prerequisite(s): Sophomore standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SPTM 303 - Practicum in Intercollegiate Athletics

Credits: 3

Integrates coursework with planned and supervised intercollegiate athletic experiences for a total of 150 hours. Prerequisite(s): Sophomore standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SPTM 332 - Sport Facility Management

Credits: 3

Introduces students to skills needed to manage a sport facility including operations, maintenance, finance/budgeting, purchasing, human resources, security, design/ development, and legal issue within diverse settings. Practical application is provided through exercises that are completed by visiting sport facilities in the community during the semester. Prerequisite(s): Must have completed 48 or more credit hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 333 - Sport Marketing

Credits: 3

Introduces marketing tools that are utilized within the sport industry, at thees, promotions, branding strategies, and product position statements. Students also gain professional, intercollegiate, and intercollegiate levels. Sport marketing plans are created, which provide practical experience in developing SWOT analyses, market segmentation approaches, pricing schemes, sponsorship packages, promotions, branding strategies, and product position statements. Students also gain knowledge of foundational concepts such as consumer behavior and market research. Prerequisite(s): Must have completed 48 hours or more credit hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 334 - Sport Event Management

Credits: 3

Introduces planning, funding, operating, and evaluating events within the sport industry. Provides practical application through the involvement of planning and managing events during the semester. Prerequisite(s): Must have completed 48 or more credit hours. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F.

SPTM 335 - Sport Publicity and Promotion

Credits: 3

Introduces the responsibilities of college sports information directors or professional sports public relations professionals including writing press releases, creating media kits, and developing crisis communication plans. Additional topics of discussion include the integration of public relations with strategic management, interviews and press conferences, internal and external communication, legal aspects of PR, and the symbiotic relationship between sport and the media. Prerequisite(s): Sophomore standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 336 - Governance and Ethics in Sport

Credits: 3

Encourage students to integrate management and ethical theory with governance and policy development practices. Introduction to the power and politics, as well as the ethical problems, dilemmas, and conflicts within different sport organizations and the basics of managerial activities necessary for sport governance and policy development. Prerequisite(s): Sophomore standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 337 - Recreational Sports Administration

Credits: 3

As a specialized course in recreational sport service delivery and management, an overview of programmatic elements and techniques in recreational sports is provided. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings. Prerequisite(s): Sophomore standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SPTM 353 - Sport Blogging and Social Media

Credits: 3

This course is designed for both inexperienced and experienced social media users. Throughout the semester, students will be introduced to various social media platforms with an emphasis being placed upon hands-on experience. The primary focus of this course will be the relationship between sport and social media. However, students will be expected to understand the larger social implications associated with these various mediums. Prerequisite(s): Junior standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SPTM 390 - Special Topics

Credits: 1-3

The purpose of the course is to provide students with an opportunity to do personal research in a specialized area in physical education. A maximum of three hours can count toward elective requirements.

SPTM 451 - Legal Aspects of Sport

Credits: 3

Examines the basic legal and risk management issues surrounding the sport management profession. Informs future sport managers of their legal duties and responsibilities, prevention of legal liability and litigation, and the basic foundation of the U.S. legal system. Prerequisite(s): Junior Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 452 - Sport Finance and Economics

Credits: 3

Examines the basic financial and managerial accounting procedures encountered within the sport industry including revenue sources for professional and collegiate sport organizations, sponsorship development, and stadium financing. Additional topics include fundraising, economic impact analysis, and private/public subsidy. Practical experience is provided in the form of sponsorship package creation. Prerequisite(s): Junior Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 453 - Diversity in Sport

Credits: 3

This course explores how historical and contemporary forces in society have shaped the opportunities and experiences of various cultural groupings in the realm of sport. In particular, the course will focus on diversity issues as they relate to race, ethnicity, gender, social class, sexuality and physical ability/disability. Examples of possible topics include: Native American names and mascots for sport teams, homophobia in sport, social class stratification in sport, gender equity in collegiate sport, and the expansion of sporting opportunities for individuals with disabilities. Prerequisite(s): Junior Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

SPTM 482 - NCAA Compliance and Institutional Control

Credits: 3

This course introduces students to the bylaws that govern institutions affiliated with the NCAA including Division I, II, III and III

athletic programs. Students will gain detailed knowledge of both governing principles and enforcement procedures. This course will offer a more specialized look into the inner workings of intercollegiate athletics operations. Furthermore, this course is necessary for anyone who wants to work within an athletic department whether it be in compliance, public relations, academic affairs, marketing or management. Prerequisite(s): Junior Standing **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

SPTM 491 - Managing Organizations for Sport and Physical Activity

Credits: 3

Studies the four functions of management: planning, organizing, leading, and evaluating within sport and physical activity organizations. The four functions of management are applied in developing a potential organization. Prerequisite(s): Senior standing. NO1 **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SPTM 492 - Contemporary Issues in Sport and Exercise

Credits: 3

This course will enable students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges will be presented with the intent of provoking thorough and stimulating debate, so that students may identify their role in the resolution of issues. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): Junior Standing. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp, F, Su.

SPTM 498 - Internship in Sport Management

Credits: 9

Students work at least 450 hours under the supervision of a professional within an approved sport related organization. Prerequisite(s): Completed required courses in sport management major. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

SPTM 592 - Contemporary Issues in Sport and Exercise

Credits: 3

This course will enable students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges will be presented with the intent of provoking thought and stimulating debate so that students may identify their role in the resolution of issues. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

TECH 103 - Materials & Manufacturing Processes

Credits: 3

Survey of materials commonly used in industry and the primary processes and techniques utilized in fabrication. Laboratory experiences will involve techniques of forming, drilling, machining, and welding metals and alloys. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 121 - CAD Fundamentals

Credits: 3

Principles of engineering modeling and documentation in a computer environment. Specific topics to be covered include visualization, geometric modeling of objects in a computer-aided design environment, and application of documentation standards and engineering conventional representations. Emphasis is placed on freehand sketching as a means of communication and on the accurate generation of three-dimensional computer models and documentation files. Prerequisite(s): MATH 111. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 213 - Mechanics for Technology

Credits: 3

Mechanics is the study of bodies under the action of forces. This course will provide a real world understanding of physical objects and forces, primarily focused on statics. Topics will include particles, cables, beams, trusses, frames, and machines. Prerequisite(s): PHYS 175 and MATH 215.

TECH 261 - Fundamentals of Instrumentation

Credits: 2

This course covers the fundamental principles and circuitry used in electronic and electromechanical instrumentation. Topics include divider circuits, electronic and pneumatic relays, power supplies, bridge circuits, filters, operational amplifiers, digital logic, transmitters, and actuators. Applications are demonstrated in the laboratory experiments. Prerequisite(s): PHYS 175. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (0-6)

TECH 272 - Robotics

Credits: 3

Introduction, classification, and application of robots and similar types of automated industrial equipment and corresponding educational robots. Fundamental principles and characteristics of representative robots are presented in the laboratory to demonstrate operational features. Both online (teach pendant) and off-line (computer) programming are demonstrated and used in the laboratory. Prerequisite(s): ENGR 104. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 275 - Safety in Manufacturing

Credits: 3

A study of Occupational Safety and Health Regulations and their effect on industrial management and engineering. Accident investigation, liability, worker's compensation, and hazard control will be studied with emphasis on safety management techniques and planning. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

TECH 298 - Service Learning: Leadership and Mentoring in Technology

Credits: 3

Technology students will be assigned to middle schools and high schools to work under supervision of the classroom teacher to help deliver the Project Lead the Way curriculum. Students are assigned classes by invitation of the appropriate middle and/or high school authorities and will assist the classroom teacher as necessary. Students must keep a journal during the course and write a report at the end of the semester. Prerequisite(s): Junior or senior standing Pass/No Pass

TECH 315 - Strength of Materials

Credits: 4

Strength of materials is the study of internal stresses and external strains that result from the application of external, thermal, and mechanical loads on an objects of given material and geometry. The laboratory experience will include material testing to determine physical and mechanical properties that will reinforce the principles studied. Prerequisite(s): TECH 213. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-3)

TECH 331 - Statistics in Manufacturing

Credits: 3

Topics include probability and probability distributions, sampling methods, statistical process control, hypothesis testing, regression and correlation analysis, and experiment design. Lab exercises include development and implementation of experiments, data collection, and design of experiments. Use of both a calculator and various statistical software packages on a computer will be required for problem solving and report generation. Prerequisite(s): MATH 215 or MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (3-0)

TECH 343 - Servo and Non-Servo Hydraulics

Credits: 3

This course is intended to give the student a broad overview of the principles of servo and nonservo fluid power systems and the components that comprise these systems. Lecture and laboratory topics include pumps, linear and rotary actuators, control devices, and fluid conductors. Prerequisite(s): PHYS 175 or PHYS 205 and MATH 215 or MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 351 - Thermodynamics and Heat Transfer

Credits: 3

This course is intended to give the students a broad overview of the principles of thermodynamics and heat transfer and the industrial applications that use these principles. Prerequisite(s): MATH 215 or MATH 230 and PHYS 176 or PHYS 206. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 362 - Manufacturing

Credits: 3

This course includes an introduction into the design and implementation of contemporary manufacturing systems. Single and multiple station, manual, mixed mode, automated, and flexible manufacturing systems are covered. Numerical analysis of these systems to determine production rates, product cost, defect rates, and efficiency will be performed. During the lab students will learn to program and operate various types of production hardware including CNC turning and milling machines. Prerequisite(s): Junior standing in industrial supervision or advanced manufacturing or consent of instructor. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2)

TECH 367 - Advanced Manufacturing

Credits: 3

This course is designed to enhance the student's knowledge of advanced manufacturing principles and concepts of quality control, work and material requirements planning, automated manufacturing, and mass production methods. Prerequisite(s): TECH 362. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 385 - Electrical Machines and Distribution Systems

Credits: 3

This course covers basic D.C. and A.C. circuit analysis, power distribution, and power machinery applications. The laboratory will provide an opportunity for hands-on experience with electrical machinery. Prerequisite(s): MATH 215 or MATH 230. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 401 - Work Cell and Production Systems Design

Credits: 3

This course covers practical application of the principles learned in previous courses to the design of various types of work cells and manufacturing systems. Case studies and example problems will be covered during the lectures. Lab exercises include the

programming and operation of robots, CNC machines, and automated work cells. Prerequisite(s): TECH 367. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-2)

TECH 411 - Materials

Credits: 3

Fundamental structures comprising the principal families of materials – metals, ceramics, and polymers; and how structures influence the properties of strength, hardness, heat treatment, plasticity, fatigue, creep, wear, etc. Experiments in the laboratory will demonstrate structure-property relationships. Prerequisite(s): CHEM 175 and PHYS 176. Lecture-Lab (ex: 3-1 means 3 hrs lecture and 1 hr lab): (2-3)

TECH 439 - Special Problems in Industrial Supervision or Advanced Manufacturing

Credits: 1, 2, or 3

An independent study course requiring the student to complete an assigned or self-generated project under the guidance of a faculty member. The project will require application of various analytical methods and/or the use of computer models or laboratory facilities. A written report is required upon completion of the project. Prerequisite(s): ENG 210, junior standing, and consent of advisor. Repeatability: Not repeatable for credit.

TECH 468 - Introduction to Senior Project

Credits: 1

This course will serve as a prerequisite to TECH 471 Senior Project. The scope of this course is to provide a basic preparation in project management and team work. In addition, students will be required to select a project, develop scope and milestones in order to be ready to start working on the project itself in TECH 471. Prerequisite(s): Senior standing.

TECH 471 - Senior Project

Credits: 3

A course which provides an opportunity for synthesis of technical, professional, and general knowledge for industrial supervision students. Problems provided by industrial sponsors are studied by individual students or small teams of students to develop solutions which consider technical, economic, social, environmental, sustainability, ethical and manufacturability aspects of the problems. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. Meets The University Core Curriculum D1: Synthesis category. Prerequisite(s): Senior standing in industrial supervision or advanced manufactured and consent of advisor and department chair.

THTR 101 - Introduction to Theatre

Credits: 3

Analysis of the nature of theatre, its origin and development from the standpoint of the play, the physical theatre, and its place in culture. Specific emphasis is placed on the study of styles and the various artistic components which “collaborate” to create theatre. Meets The University Core Curriculum B2: The Arts category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IFA 1302.* Meets IN Statewide Core. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

THTR 102 - Intro to Theatrical Production

Credits: 3

Introduction to the major elements and theory of theatrical production including, but not limited to, back-of-house administration and organization, the various design disciplines, basic collaboration, and overview of current trends and technologies. Course will place specific emphasis upon the “visual” component and the basic procedures involved with mounting a performing arts production. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

THTR 120 - Theatre Laboratory I

Credits: 1

Assigned in one-hour units, two hours required for the major. Designed to provide credit for work completed on USI Theatre productions. Students are required to spend each semester working in a different technical area. A minimum of 42 contact hours of work is required. Prerequisite(s): Consent of director or production area coordinator. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

THTR 150 - Practicum in Dance

Credits: 3

Provides a practical background in the fundamentals of three styles of dance. The techniques and discipline of dance will be explored and utilized, culminating in an examination that tests the comprehension, compartment, and flexibility of the student. Repeatability: Course may be repeated once. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

THTR 153 - Improvisational Theatre

Credits: 3

This course employs improvisational exercise and training as a primary methodology to actor training, helping beginning actors to achieve unified state of mind and body in spontaneous acts of imagination. Course derives pedagogy from early and contemporary training approaches, from Lecoq and Spolin to Johnstone.

THTR 224 - Production Technology

Credits: 3

Fundamental study of scenery production and engineering, shop organization, and the various techniques and procedures utilized by production personnel. Course will include technical drawing, budgeting, instructional workshops, safety, task-oriented engineering solutions, and theatre program production lab work. Prerequisite(s): THTR 102.

THTR 226 - Production Graphics

Credits: 3

This course teaches the fundamental techniques for transferring design concepts into proper form for consultation with other theatre artists and technicians. Techniques include both hand-drafting skills and model-making. Prerequisite(s): THTR 102 or consent of instructor.

THTR 234 - Costume Technology

Credits: 3

This course is the study and practical application of both hand and machine sewing, clothing construction and basic pattern making.

THTR 235 - Stage Make-up

Credits: 3

Basic principles of the art and technique of make-up for the use in the design and execution of developing and projecting the stage character. Purchase of make-up kit required.

THTR 236 - Costume Crafts

Credits: 3

This course is a study and practical application of fabric modification techniques, beginning millinery, mask making, and jewelry making. Prerequisite(s): No prereq.

THTR 243 - Lighting Technology

Credits: 3

Fundamental practice and theory of electrical applications in lighting a theatrical production and the collaborative process of basic theatrical lighting design. Course includes lighting terminology, electrical theory and practice, script analysis, the elements of design, and the design process. Projects include lighting observations, master electrician packets, and a lighting design project. Students will be required to participate in at least three outside lighting labs correlating to the USI Theatre productions season. Prerequisite(s): THTR 102 or concurrent enrollment.

THTR 251 - Acting I

Credits: 3

Study and practice in the fundamentals of the acting process. Class emphasizes physical and vocal work in conjunction with exercises geared toward the expansion of personal imaginative skills. Class work focuses on monologues and improvisational games. Open to all University students. Meets The University Core Curriculum A1: Composition/Speech category. *This course is part of the Core Transfer Library (CTL). Indiana Statewide Common Course #: IFA 1301. Term(s) Offered (F=Fall, Sp=Spring, Su=Summer): F, Sp.*

THTR 252 - Acting II

Credits: 3

Continued study and development of the fundamental acting processes taught in Acting I. Class work consists of scene study focusing on the active, objective, and subtext of the actor's characterizations. Prerequisite(s): THTR 251 or permission of the instructor.

THTR 253 - Voice and Diction

Credits: 3

Concerned with the anatomy and function of the speech mechanism. Emphasis on articulation, phonation, and resonance. Study of voice characteristics, vocal quality, volume, rate, pitch, and force. This course requires that the students learn the International Phonetic Alphabet. Students evaluate their own speech characteristics. Repeatability: May be repeated once.

THTR 254 - Stage Combat

Credits: 3

Students learn safe techniques for stage combat, including hand-to-hand (fisticuffs) and armed (rapier/dagger) combat. Students will also learn how to apply the techniques in choreographic sequences for dramatic effect. Prerequisite(s): THTR 102

THTR 260 - Intermediate Dance Practicum

Credits: 3

Provides a practical background in the fundamentals of a variety of traditional dance forms. The techniques and discipline of dance will be explored and utilized, culminating in an examination that tests the comprehension, comportment, and the flexibility of the student. Prerequisite(s): THTR 150 or by permission of instructor. Repeatability: May be repeated once.

THTR 320 - Theatre Laboratory II

Credits: 1

Assigned in one-hour units, two hours required for the major. Designed to provide credit for work completed on USI Theatre productions. This is the final rotation of the theatre lab. Students will be assigned placement in a technical area their first semester and permitted to select an area for their second. A minimum of 42 contact hours of work is required. Prerequisite(s): Consent of director or production area coordinator. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp.

THTR 326 - Computer-Aided Design for Theatre

Credits: 3

This course offers introduction to and training in the computer-assisted design software programs commonly employed in theatrical design. Prerequisite(s): THTR 102 or permission of instructor.

THTR 327 - Scene Design

Credits: 3

Study of the elements and principles of scenic design. Students will explore the application of design concepts based upon an analysis of script and production parameters in order to produce complete packages of speculative work (research, plans, models, drawings, etc.). Prerequisite(s): THTR 102 and THTR 224 .

THTR 337 - Costume Design

Credits: 3

A study of the elements and principles of costume design for the theatre. Students will develop skill in play analysis for costuming, basic rendering skills, and period research. The class will include an introduction to the various media used in communicating a costume design concept. Prerequisite(s): THTR 102. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

THTR 347 - Lighting Design

Credits: 3

Advanced study and application of lighting design for theatre, opera, dance, and other theatrical genres. May also explore basic elements of television and film. Students will complete design projects that improve upon script analysis, research, rendering, color theory, drafting, and presentation skills. Beginning computer drafting and supplemental paperwork software applications to be introduced. Students will be required to participate in at least three outside lighting labs correlating to the USI Theatre productions season. Prerequisite(s): THTR 243. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

THTR 351 - Acting III

Credits: 3

Study and practice of the acting techniques and methods used to create a character for the stage. Emphasis placed on the application of these theories in the development of monologues and scenes from major American plays. Prerequisite(s): THTR 252 or permission of the instructor.

THTR 352 - Acting IV

Credits: 3

Provides a background in period styles to the advanced student actor, examining the special considerations inherent in performing classical drama, beginning with Greek tragedies and continuing on through Elizabethan, Restoration, and other periods, including contemporary pieces of a special nature, such as epic, expressionist, and absurdist drama. Prerequisite(s): THTR 351 or permission of instructor.

THTR 353 - Musical Theatre Performance I

Credits: 3

The student will explore and experience the nature of musical theatre and the unique performance demands required to create it at a proficient level. Emphasis will be placed on accessible vocal material from the standard musical theatre repertoire, including solos, duets, and company numbers. Students will present research on the genre's historical and stylistic eras. Prerequisite(s): THTR 251.

THTR 354 - Musical Theatre Performance II

Credits: 3

The student will further explore and experience the nature of musical theatre and the unique performance demands required to create it at a proficient level. Emphasis will be placed on more challenging vocal material from the standard musical theatre repertoire, including solos, duets, and company numbers. Students will present research on the genre's historical and stylistic eras. Prerequisite(s): THTR 251 and THTR 353.

THTR 360 - Practicum in Dance, Advanced Level

Credits: 3

This class will continue to develop the working techniques of movement within the dance disciplines of modern, classic ballet, tap and modern jazz and to show the application of these disciplines to the theatre. Students will develop choreography with other dancers, as well as learn rehearsal techniques for solo and group compositions. Prerequisite(s): THTR 260 or consent of instructor. Repeatability: Repeatable once for credit.

THTR 361 - Playwriting

Credits: 3

Students will participate in an intense study of dramaturgy and will write dramas of their own. Prerequisite(s): ENG 302 or THTR 102 or consent of the instructor. Cross-Listed: Dual listing with ENG 361.

THTR 371 - History of Theatre I

Credits: 3

History of the theatre from pre-Grecian through Elizabethan time periods. Also touching on the Asian theatre. Concentration of the physical theatre, conventions in acting, directing, design. Prerequisite(s): THTR 102 or permission of instructor.

THTR 372 - History of Theatre II

Credits: 3

History of the theatre from the French Renaissance through the present day. Concentration on the physical theatre, conventions in acting, directing, and design. Prerequisite(s): THTR 102 or permission of instructor.

THTR 381 - Stage Management

Credits: 3

This course will look at the structure of theatre, the elements of production, the rehearsal and performance process, and the role and responsibilities of the stage manager in all of these aspects. Students learn the preparation of a promptbook, standard record-keeping, management etiquette, and union requirements. Prerequisite(s): THTR 102.

THTR 400 - Independent Study in Theatre Arts

Credits: 1-3

This course is designed to provide an opportunity for upper division communications/theatre majors and minors to research subject areas in the field of theatre arts. A maximum of six hours may be taken; only three may be taken in any one semester. NOTE: Students who wish to take independent study courses in the theatre arts curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in Communications. 2) No more than three offerings of THTR 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. Prerequisite(s): 21 hours of theatre arts, upper division status, and written consent of instructor. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

THTR 427 - Advanced Scene Design

Credits: 3

Individual development in scene design projects through intensive study of various styles. Detailed representation of design ideas in rendering and models required. Class includes practice and development in scene painting. Prerequisite(s): THTR 102, THTR 224, and THTR 327.

THTR 432 - Advanced Stage Direction

Credits: 3

Continued study of directing techniques. Class will explore dramatic styles and diverse conceptualizations of classic and modern texts. Emphasis will be placed on the actor/director, and designer/director collaborative processes. Class will require the student to direct a one-act play.

THTR 473 - History of Western Drama I

Credits: 3

Survey of representative plays from the Classics through English Renaissance as a basis for theatrical and dramatic criticism. Prerequisite(s): ENG 201 and junior standing, or consent of instructor. Cross-Listed: Cross-listed as ENG 473. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F.

THTR 474 - History of Western Drama II

Credits: 3

Survey of representative plays from the French Renaissance to the modern period as a basis for theatrical and dramatic criticism. Prerequisite(s): ENG 201 and junior standing, or consent of instructor. Cross-Listed: Cross-listed as ENG 474. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** Sp.

THTR 487 - Stage Directing

Credits: 3

An introduction to the principles of play directing. Class emphasizes text analysis, interpretation, picturization, and the various aspects involved in the production process. Class will include direction of extended scenes from full-length plays. Prerequisite(s): THTR 102 and THTR 251, or consent of instructor.

THTR 490 - Repertory Theatre Internship

Credits: 3

This course is an intensive internship within the professional environment of the USI Theatre and New Harmony Theatre Repertory Project. Students will be assigned positions within a professional theatre season based upon their interests and

experience. Assignments will be identified and outlined by contract and may be made in more than one area depending upon degree of supervisory responsibility assigned by the instructor. Internship hours assigned will range between 100 and 140, depending upon area and responsibility. Prerequisite(s): THTR 101 or THTR 102 and consent of instructor. Repeatability: This course is repeatable; up to six hours may be earned for Theatre-directed elective credit.

THTR 498 - Internship in Theatre

Credits: 3

Work experience in an approved professional theatre, shop, or enrichment center. The course provides for a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, two written self-evaluations, and a final review with a department faculty member. Prerequisite(s): 21 hours in the major, upper-division status, and written consent of the instructor. Grades are assigned as Pass or No Pass only. **Term(s) Offered (F=Fall, Sp=Spring, Su=Summer):** F, Sp, Su.

THTR 499 - Special Topics in Theatre Arts

Credits: 3

Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Prerequisite(s): consent of the instructor. Repeatability: Repeatable with change in topic.

UNIV 101 - Freshman Seminar

Credits: 1

This course is an introduction to the University of Southern Indiana and the undergraduate experience with a specific focus on introducing the intellectual, personal, and social aspects of university life. Students will discuss issues of value and behavior in the college setting, discover what resources are available to them, and learn to take responsibility for their own learning.

UNIV 102 - Learning Communities Seminar II

Credits: 1

This course continues to provide the integrative component for the identified Freshman Interest Group linked courses. It provides opportunities for students to connect prior knowledge and experiences with new learning tasks and content in a shared learning experience. This course will focus on understanding the co-curriculum and self, career exploration, technological literacy, and improving the educational experiences of first-year students. Prerequisite(s): UNIV 101.

UNIV 201 - Special Topics in Leadership

Credits: 3

This course provides an overview of the theory related to and skills necessary for the practice of effective leadership in teams and organizational settings. Leadership is explored as an integral component of a student's career and life plan. Prerequisite(s): Consent of instructor.

Student Rights and Responsibilities

Preface

Higher education plays a vital role in developing future leaders by providing students with educational opportunities both in and outside the classroom. As an institution of higher education, the University of Southern Indiana is a learning community dedicated to excellence. All USI students are presented with rights, privileges, and opportunities by choosing to become a part of the USI community.

In order for USI community members to live and learn in harmony, they must assume responsibility for their actions and respect the rights of others. Students, faculty, staff, and alumni make a commitment to furthering the mission of the University of Southern Indiana.

The University of Southern Indiana expects and requires all of its students upon admission to the University to develop, adhere to, and maintain high standards of scholarship and conduct. The *Student Rights and Responsibilities: A Code of Student Behavior* is the guiding document for USI community standards and outlines all rights and responsibilities afforded to USI students.

1.0 Purpose and Application

The University of Southern Indiana is charged by the State of Indiana with the responsibility for the development and administration of institutional policies and rules governing the role of students and their behavior. *Student Rights and Responsibilities: A Code of Student Behavior* contains statements of those University regulations and policies relevant to the academic and co-curricular experience.

The University community is not a sanctuary from the law, and all students of the University are subject to federal, state, and local law. This document forms the basis for student behavioral expectations in the USI community and the greater community at large. The standards of conduct apply to students while on University-owned or -controlled property, when attending University-sponsored events off campus, or when off campus conduct poses a threat to the University's educational mission or property or to the health or safety of University community members.

In addition, the University is a forum for the free expression of ideas. The development and enforcement of these standards of behavior is designed to foster students' personal, social, and ethical development. These standards serve to promote the protection of the rights, responsibilities, and health and safety of the USI community, so that its members may pursue educational goals.

1.1 Student Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the base upon which the *Student Rights and Responsibilities: A Code of Student Behavior* document is built.

Student's Rights

- A student has the right to participate in a free exchange of ideas, and there shall be no University policy that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly in accordance with applicable federal, state, and local laws.
- Each student has the right to be free from discrimination, including harassment, on the basis of race, sex, religion, disability, age, national origin, sexual orientation, or veteran status.
- A student has the right to personal privacy except as otherwise provided by law and University policy and this will be observed by students and University authorities alike.
- Each student subject to disciplinary action arising from alleged violations of the Student Rights and Responsibilities: A Code of Student Behavior will be assured procedural due process. In conduct proceedings, the student will be guaranteed due process.

Student's Responsibilities

- A student has the responsibility to be fully acquainted with the published Student Rights and Responsibilities: A Code of Student Behavior in its entirety and to comply with the policies as well as all federal, state, and local laws.

- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
- A student has the responsibility to recognize the University's obligation to provide an environment conducive to learning.

Student's Relation to University Community

The University of Southern Indiana, as an institution of higher education, and any division or agency which exercises direct or delegated authority for the institution, has rights and responsibilities of its own, including:

- To provide opportunities for students of the University to present and debate public issues.
- To require persons on University-owned or -controlled property to present appropriate identification.
- To establish reasonable standards of conduct for all persons on the campus in order to safeguard the educational process and to provide for the safety and welfare of its students, visitors, and University property.
- To restrict students of the University from using its name, its finances, or its physical and operating facilities for commercial activities, except in cases involving registered student and faculty groups as provided for in policies governing use of the campus facilities and fund-raising activities.
- To provide, for registered student groups of the University, the use of campus facilities under the policies of the campus.

Student's Relation to External Community

Students attending the University take on responsibilities not only of campus citizenship but also community citizenship. When community standards are not respected and upheld by students, conflicts between students and other community members may result. Such conflicts are destructive to relationships in the community and detrimental to the image of the University, as well as to the reputation of the student body.

Student Employee Responsibilities

When students commit acts that potentially violate this code while in their capacities as student employees, the University reserves the right to review those potential conflicts with these standards. When viewed as appropriate, the University may pursue resolution of those conflicts under this Code in addition to any other personnel actions that may be taken against the students as employees.

1.2 Outside Speakers Policy Statement

The University of Southern Indiana considers freedom of inquiry and discussion essential to a student's educational development. Through open discussion of ideas and exchange of opinions, one can become informed and can test and give expression to his/her values as they relate to issues concerning him/her and society.

The University recognizes its responsibility to provide students with opportunities to develop themselves as responsible, thinking individuals. Furthermore, the University endeavors to develop in those students a realization that all citizens have not only the right, but also the obligation to inform themselves about various issues, views, and opinions. The appearance of visiting speakers is encouraged by the University as one means by which members of the University community receive the opportunity to explore a variety of views and opinions.

The University recognizes that any subject or view may be repugnant or distasteful to an individual or group holding divergent views. The University also recognizes that the question of appropriateness is not determined by subject matter as such, but by the method of presentation and extent to which critical examination occurs through disciplined inquiry by faculty and students.

Restraints on activities connected with learning should be held to that minimum, consistent with preserving an organized society in which peaceful, democratic means for change are utilized. Each individual has the right to express ideas and opinions; the individual must, however, recognize that those with different opinions have the same rights. Exercise of rights involves acceptance of responsibility. True to the University's norms of advancing inquiry, a visiting speaker should expect and be prepared for critical examination of his or her presentation.

Un-sponsored speakers (defined as those not invited by a recognized University organization or as part of a scheduled University event) are discouraged. To minimize disruption of campus activities and the orderly movements of pedestrian and vehicular traffic, un-sponsored speakers are restricted to the lawn area south-southeast of the Orr Center. On the basis of these premises, the University of Southern Indiana will encourage any University registered student organization, faculty, administrators, or staff to invite speakers to campus with the following provisions:

1. That the speaker shall not advocate for or incite imminent unlawful activity or engage in activity that constitutes a breach of peace or materially disrupts or interferes with the normal activities of the University; and that the speaker be aware that any personal violation of any federal or state law on the speaker's part will make the speaker subject to action by the regular civilian authorities administering federal and state laws;
2. That following the speaker's presentation, adequate time be allowed and opportunity provided for questions and criticisms from members of the audience. The speaker must be aware of and agree to this condition;
3. It should be made clear to the academic community and the community at large that the presence or sponsorship of a guest speaker does not imply approval, support, or endorsement by the University of the speaker or of the views or ideas expressed by the speaker;
4. That a member or members of the sponsoring group be with the speaker to present the speaker and his/her topic as well as to conduct any question period;
5. That to schedule the event properly, to assure adequate facilities, to ensure the necessary publicity, and to assure proper procedure, the sponsoring group wishing to invite a visiting speaker to the University make all arrangements for reserving space with appropriate University officials at least two weeks in advance of the speaker's appearance (unless the president or her designee waives the time requirement); and
6. That violation of the stated policy and procedure subjects the sponsoring group and its members to sanctions as outlined in University policies.

Registered organizations are subject to Appendix C, Section C.9, numbers 8a-e of *Student Rights and Responsibilities: A Code of Student Behavior*.

1.3 Changes to the Code

The dean of students is charged with maintaining and updating of the *Student Rights and Responsibilities: A Code of Student Behavior* which is updated annually and published in conjunction with the *USI Bulletin*. *Student Rights and Responsibilities: A Code of Student Behavior* also is published in the student planner and on the University of Southern Indiana web site.

Any changes to the *Student Rights and Responsibilities: A Code of Student Behavior* between publication dates will be disseminated to students in the following manner:

- An official announcement will be posted to the following locations:
 - University of Southern Indiana web site (www.usi.edu)
 - USI Dean of Student's web site (www.usi.edu/stl)
 - myUSI (my.usi.edu)
 - *The Shield*, the student newspaper of USI
 - All currently-admitted students will be emailed an update notice to their official University email address directing them to the web site for changes or deletions to the *Student Rights and Responsibilities: A Code of Student Behavior*.

2.0 Community Standards

Students are expected to do one or more of the following when in the presence of a potential code violation: a) personally confront the violation; b) bring the violation to the awareness of a staff member; c) leave the scene of the violation, if not responsible for the space in which the violation is occurring.

2.0.1 Responsibility to Others

A student has a responsibility to ensure the well being of his/her guests and fellow students. If an individual needs emergency medical attention, the student is required to call an ambulance or other appropriate emergency response personnel (University security, ambulance, police, fire, etc.) to gain that assistance. If a student fails to carry out this responsibility, the student may be subject to severe University sanctions and may potentially be subject to additional civil and/or criminal liability.

2.1 Alcohol and/or Drug Use

2.1.1 Alcohol on USI Property

The manufacture, sale, transfer, purchase, transportation, possession, or consumption of an alcoholic beverage anywhere on University-owned or -controlled property (including University-owned or -leased vehicles, regardless of location), is prohibited by the University; exceptions are granted by the president or her designee.

2.1.2 Alcohol at Student Organization Events

Recognized USI student organizations planning off-campus events where alcohol may be served must adhere to the guidelines established by the University. See appendix C.

2.1.3 Being Under the Influence of Alcohol

Being under the influence of alcohol is a violation of this code when a person is on University-owned or -controlled property, or at a USI-sponsored or -supervised function, and: 1) endangers, or may endanger, the safety of others, property, or themselves; or 2) causes a disturbance.

2.1.4 Contributing to the Delinquency of a Minor

Contributing to the delinquency of a minor is prohibited. This includes but is not limited to, purchasing alcohol for a minor, giving alcohol to a minor, encouraging a minor to drink alcohol, etc.

2.1.5 Driving Under the Influence of Alcohol or Other Drugs

Driving while under the influence of alcohol or illicit drugs on University-owned or -controlled property or in association with any other USI-sponsored or -supervised organizations or activities is prohibited.

2.1.6 Drug-Related Violations

Being under the influence, possessing, manufacturing, exchanging, distributing, purchasing, using, or selling illegal drugs or any controlled substance, including marijuana, abuse of over-the-counter drugs, inhalants, etc., except pursuant to a physician's/dentist's prescription, or possessing paraphernalia for drug use on University-owned or -controlled property or at USI-sponsored or -supervised events is prohibited.

2.2 Attempts to Commit and/or Complicity in Prohibited Acts

2.2.1 Attempts

Attempts to commit acts prohibited by the standards of the Code of Student Behavior may be sanctioned to the same extent as if one had committed the prohibited acts.

2.2.2 Complicity in Prohibited Acts

Knowingly encouraging or assisting others to commit such acts that are prohibited by this code may be sanctioned to the same extent as if one had committed the prohibited act.

2.3 Violations of Law

The University reserves the right to address any alleged violations of federal, state, and local law occurring on or off campus, including other University campuses.

2.4 Property Violations

2.4.1

Property violations include but are not limited to criminal violations such as burglary, robbery, theft, trespassing, and vandalism.

2.4.2

Theft or removal of University property and/or furnishings including but not limited to furniture, artwork, plants, electronics, window screens, and signs from their designated locations is prohibited.

2.5 Aggressive or Abusive Behavior/Physical or Verbal

2.5.1 Physical Abuse

Physical abuse is prohibited and includes but is not limited to unauthorized touching, use of physical force, violence, or intoxicants or other substances to restrict the freedom of action or movement of another person or to endanger the health or safety of another person.

2.5.2 Threatening Behavior

Behavior that involves an expressed or implied threat, the use of words inherently likely to provide an immediate violent reaction when directed toward a specific individual, or any behavior that has the purpose or reasonably foreseeable effect of creating a hostile environment by, but not limited to, interfering with another individual's personal safety, safety of property, academic efforts, employment, or participation in University-sponsored activities and causes that person to have a reasonable apprehension that such harm is about to occur, is prohibited.

2.5.3 Intimidation

Intimidating or threatening others is prohibited.

2.5.4 Hazing

Hazing is a broad term encompassing any action or activity that inflicts or intends to cause physical or mental harm or anxieties; that may demean, degrade, or disgrace any person, regardless of location, intent, or consent of participants. Hazing also can be defined as any action or situation, on or off campus premises, that intentionally or unintentionally endangers a student for admission into or affiliation with a student organization, team, or group. Such activities and situations include, but are not limited to, paddling in any form; creating excessive fatigue; forced consumption of any substance; forced road trips; morally degrading, demeaning, unsanitary, humiliating games or stunts; and harassment, ridicule, or other activities prohibited by law or University policy.

Hazing in any form is prohibited by the University and state law. It is the responsibility of the organization, team, and its leadership in conjunction with the advisor, coach and, where appropriate, (inter)national organization, to protect its new members, associate members, members, or other persons associated with the organization from any hazing ceremony, activity, or practice conducted, condoned, or encouraged by the current members of the organization, alumni(ae), or other associates. The University or prospective group members may file a complaint of hazing against all parties as individuals and/or against the group or organization. In addition, individuals and/or groups also may be subject to criminal and/or civil liability outside the jurisdiction of the University.

2.6 Disorderly Conduct/Indecent Behavior

Disorderly, lewd, indecent, or obscene conduct is prohibited, including the expression of such on University-owned or -controlled property or at University-sponsored or -supervised events, on or off campus.

2.6.1

The essential element to disorderly conduct is intentionally causing or recklessly creating a risk of public inconvenience, annoyance, or alarm without proper authority, such as by fighting or engaging in violent behavior, making unreasonable noise, obstructing vehicular or pedestrian traffic, disturbing a lawful assembly, streaking, etc.

2.6.2

Lewd, indecent, or obscene behavior is behavior that flagrantly flaunts community standards with respect to sexuality.

2.7 Endangerment of Individuals or the Safety of Individuals

2.7.1

Initiating or circulating a report or warning concerning an impending bombing, fire, or other emergency or catastrophe knowing that the report is false; making a false report concerning a fire or that a bomb or other explosive has been placed in any University building or elsewhere on University-owned or -controlled property; or knowingly transmitting such a false report to an official or an official agency is prohibited.

2.7.2

Willful failure to comply with orders issued by any University personnel under emergency procedures or directives during a tornado, fire, fire drill, bomb threat, earthquake, or other natural disaster is prohibited.

2.7.3

Tampering with any fire protection sign or device or any other emergency equipment including but not limited to fire extinguishers, fire hoses, smoke/heat detectors, and other alarm systems, for reasons other than an actual emergency, except when done with the reasonable belief that such an emergency exists, is prohibited.

2.7.4

Damaging or attempting to damage property or structures on University-owned or -controlled property by fire or any other incendiary device is prohibited.

2.7.5

Acts on or off University property related to the safety and security of the University community and its members, the integrity of the educational process, or the interests of the University.

2.8 Stalking

Willfully, maliciously, and repeatedly following or harassing another person in a manner that would cause a reasonable person to feel frightened, intimidated, threatened, harassed, or molested is prohibited.

2.9 Sexual Harassment

As part of its commitment to equal opportunity, the University of Southern Indiana prohibits sexual harassment among members of the educational community which include employees and students, including student-to-student and other peer sexual harassment.

Sexual harassment is defined as: “Unwelcome or unwanted advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature on or off campus when:

- submission to or toleration of such conduct is made explicitly or implicitly a term or condition of an individual’s employment, academic standing; or
- submission to or rejection of such conduct is used as a basis for an employment or academic decision affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance, or creating an intimidating, hostile, or offensive environment for work or learning.

See Sexual Harassment Policy, www.usi.edu/hr/handbook.pdf, item F.1

2.10 Sexual Imposition

Sexual imposition is much broader than the traditional concept of rape. Sexual imposition is prohibited and involves sexual acts or sexual contacts with others that can involve compelling a victim to submit to sexual acts or contacts by force or threat of force, use of intoxicants to impair substantially the victim’s power to give consent, engaging in such acts when there is reasonable cause to believe the other person suffers from a mental state which renders him or her incapable of understanding the nature of the contact, or when the victim is a minor.

The abuse of alcohol or other substances does not relieve individuals of their responsibilities to themselves or others.

2.11 Weapons/Explosives/Hazardous Materials

The transfer, sale, use of, possession of weapons, including but not limited to: firearms, ammunition, bombs, explosives, clubs, dirks, martial arts weapons, sling shots, bows and arrows, sabers, swords, knives with blades in excess of three (3) inches except kitchen knives used in the preparation and/or serving of food, war souvenirs, incendiary devices, fireworks, paintball guns, pellet guns, BB guns, stun weapons, tasers, or look-alikes, dangerous chemicals or fuels, or other destructive devices or substances, are

not allowed on University-owned or -controlled property unless permission for possession and/or use has been authorized by an appropriate University official. Duly-licensed officers of the law are exempt from this policy. For authorization, contact the Department of Public Safety.

2.12 Animals

Animals, defined as domesticated pets, may be on campus under the following conditions:

- The animal is part of a classroom demonstration—the animal should be brought on campus immediately before the class and removed from campus immediately after class. The animal must be on a leash or carrying case when in transit.
- The animal is a service animal. Service animal means an animal that a person who is impaired by: (1) blindness or any other visual impairment; (2) deafness or any other aural impairment; (3) a physical disability; or (4) a medical condition; relies on for navigation, assistance in performing daily activities, or alert signals regarding the onset of the person's medical condition. The University reserves the right to ask for verification of training that has been provided, as well as the nature of the services being performed. The University may require that the animal undergo additional training, or be removed from the property, if it does not meet the service animal description, or if it has become disruptive.
- With permission of the president or her designee.
- Animals may be "exercised" on campus as long as they are on a leash. Any animal brought on University-owned or -controlled property must be immunized against rabies and meet local immunization requirements.
- Animals other than tropical fish are prohibited in student residences. Fish are allowed in the residence halls and apartments as long as they are well maintained and aquariums hold no more than 20 gallons of water.

2.13 Computer-Related Inappropriate Behavior

- Unauthorized use, sharing, lending, or borrowing of an account is prohibited.
- Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing is prohibited. Violation may subject a student to civil and criminal liabilities in addition to University sanctions.
- Using the computer facilities for purposes other than those for which the account was issued is prohibited.
- Storing game programs on allocated disk space or private tape, except when authorized in writing by the Information Technology director or the director's designee, is prohibited.
- Using the University's computer systems for commercial purposes without written authorization of the Information Technology director or the director's designee is prohibited.
- Copying, altering, or destroying the files or output of another individual without the express permission of that individual is prohibited.
- Contact Information Technology for additional Data Communications and Computer Use policies and procedural guidelines.

The entire policy can be viewed at <http://www.usi.edu/it/policies/data-communication-computer-use>

2.14 Telephone and Related Equipment Abuse

- Intentionally making telephone call(s) to or from the University for the purpose of abusing, threatening, annoying, or harassing another person is prohibited.
- Charging, or causing to be charged, any long distance or other toll telephone calls to University telephone accounts without proper authorization is prohibited.
- Damage or destruction to the University's telephone system and any of its telephone instruments or equipment is prohibited.
- Using or abusing telephone equipment, lines, or accounts belonging to the University or to University employees, students, and/or faculty without authorization, or for purposes other than those originally granted authorization, is prohibited.

2.15 Identification/Failure to Comply

2.15.1

Failure to produce either a University identification card or a driver's license upon request by any University official including but not limited to USI security officers, Housing and Residence Life area coordinators and resident assistants, and program sponsors in the performance of their duties, is prohibited.

2.15.2

Failure to comply with the instructions or directions of University officials in the performance of their duties is prohibited. Such acts may include but are not limited to intentionally, knowingly, or recklessly obstructing or delaying any University proceedings, failing to cooperate with an investigation, fleeing a University official, and/or failing to comply with assigned University behavior sanctions.

2.15.3 Bribery

The offering, giving, receiving, or soliciting of anything of value to influence the official decision or action of a University employee or official, or a person in a position of trust or influence, is prohibited.

2.16 Deception/Falsification/Misrepresentation

2.16.1

Dishonest behavior is prohibited. Dishonest behavior includes but is not limited to falsely accusing another individual of inappropriate behavior; possessing, manufacturing, using, or furnishing false identification; and forgery, alteration, misuse, or unauthorized destruction of any University document, record, or identification. Such documents include but are not limited to student identification cards, parking permits, transcripts, charge slips, meal cards, receipts, grade reports, etc.

2.16.2

Representing a University entity falsely and/or committing or using the resources of any University entity without proper authorization is prohibited.

2.16.3

Making false accusations of inappropriate behavior under this code against another individual; providing false information or falsified evidence with the intent of harming another individual; attempting to intimidate witnesses and/or altering or destroying evidence necessary to conflict resolution pending with the University is prohibited.

2.16.4

Failing to keep the Office of the Registrar (Orr Center) notified of current local, permanent, and email addresses, or providing a false or fictitious address(es) for the purpose of evading University responsibilities, is prohibited.

2.17 Interference With University Conduct Process

Interfering with the discipline procedures or outcomes including but not limited to falsification, distortion, or misrepresentation of information before a hearing officer or hearing panel; knowingly initiating a complaint without cause; harassment and/or intimidation of any member of a hearing panel, witness(es), or University personnel before, during, or after a proceeding; failure to comply with the sanction(s) imposed by either a hearing officer or hearing board, are prohibited.

2.18 Gambling

Gambling for money or other things of value on University-owned or -controlled property on or at University-sponsored activities is prohibited, except as permitted by federal, state, and local law.

2.19 Bad Debts/Financial Responsibility

2.19.1 Payment

All students must pay in full any debts to USI, including but not limited to tuition/fees, room and board charges, long distance telephone bills, and library fines. Any failure to meet these obligations may result in a denial of registration or graduation privileges, denial of occupancy and/or continued occupancy of any University housing accommodation, or a refusal to forward an official transcript.

2.19.2 Financial Aid Misuse/Abuse

Misusing financial aid through fraud or abuse is prohibited.

2.19.3 Student Organization/Individual Debt

USI bears no responsibility for the financial obligations of individual students or student organizations. Any debts incurred, either on or off campus by students or student groups, will be the responsibility of the student or the organization and its leadership. In the event an organization dissolves and is no longer in existence, the individuals holding leadership positions at the time the debt was incurred will maintain responsibility for settling outstanding debts.

2.20 Tobacco-free policy

- It is the policy of the University of Southern Indiana to promote and maintain a clean and healthy working and learning environment for students, faculty, staff, and visitors.
- The University expects the cooperation and commitment of all students, faculty, staff, and visitors in maintaining a smoke-free environment and an environment free from smokeless tobacco waste. Smokeless tobacco consists of the use of snuff, chewing tobacco, smokeless pouches, or other forms of loose-leaf tobacco.
- Effective July 1, 2011, the University of Southern Indiana prohibits smoking or the use of tobacco or tobacco products: — on university-owned, -operated, or -leased property — in university-owned, -operated, or -leased vehicles
- The use of tobacco or tobacco products in personal vehicles on university-owned, -operated, or-leased property is allowable.
- This policy extends to all university property and all campus sports facilities.
- Smoking or the use of tobacco or tobacco products is prohibited inside all student housing facilities. This includes resident halls, apartments, common areas, balconies, building entries, and student rooms. Smoking is permitted in designated outdoor areas in student housing.
- Enforcement of this policy will depend upon all members of the campus community to comply with and encourage others to comply with this policy in order to ensure a health environment to work, study, and live. Primary enforcement of this policy will be the responsibility of those persons who head individual units, departments, buildings, student housing units, those who supervise faculty and staff, security personnel, and others designated by the University.
- Violations of this policy will be handled through existing processes already in place for students, faculty, and staff. Student violations will be processed under the Student Rights and Responsibilities: a Code of Student Behavior. Complaints regarding violations of this policy should be referred to the appropriate dean or director or Human Resources manager for faculty or staff and to the dean of Students for students.

2.21 Disruption of University Business

Disruption or obstruction of teaching, research, administration, public service functions, meetings of University committees or boards, or of any other authorized University activity or organization on or off University premises (including but not limited to ingress or egress; classes; studying; social, cultural, and athletic events; computing services; registration; governance meetings; Housing and Residence Life and Dining Services), such that the function or service is materially or repeatedly or substantially disrupted or obstructed is prohibited.

2.21.1 Classroom Disruption

Behavior a reasonable person would view as substantially or repeatedly interfering with the instructor's ability to teach the class or the ability of other students to benefit from the instructional program is prohibited. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. For longer periods of removal from a class see section III. Faculty and Academic Policies of the University Handbook.

2.22 Misuse of Propriety Information

Unauthorized use of information or misuse of information, in whatever form, proprietary to the University or a University official, employee, or student is prohibited. "Proprietary" means property in which the University or its employee(s) and/or student(s) have a legal interest. This includes but is not limited to copyrightable materials, patents, trademarks, and service marks. See University of Southern Indiana Intellectual Property policy in full at www.usi.edu/HR/handbook/HBR8.03/HBSectionF.8.03.doc.

2.23 Traffic and Parking Regulations

Students are expected to uphold and abide by all USI traffic and parking regulations. The complete regulations are published in a brochure entitled "University of Southern Indiana Motor Vehicle and Parking Regulations," located in the department of Security and Transportation, or online at www.usi.edu/security/vehicle.asp.

2.24 Sales/Solicitation

Unauthorized sales, canvassing, peddling, soliciting, distribution, or posting of any written or printed material by non-University individuals or organizations is not permitted on University-owned or -controlled property without the written permission of the president or her designee. This includes the use of electronic mail and web page solicitations. Students and/or student groups seeking authorization should contact the Office of Scheduling Services.

2.25 Student Organizations

Behavior that conflicts with regulations established by the University for student organizations is prohibited, including but not limited to misappropriation of funds, misuse of property, improper registration or misrepresentation of an organization or group, abuse of student election regulations, or failure to abide by University policies, procedures, and regulations. See Appendix C.

2.26 Unauthorized Surveillance

Making unauthorized video or photographic images of a person in a location in which that person has a reasonable expectation of privacy, including, but not limited to, shower/locker rooms, residence hall rooms, and men's or women's restrooms, is prohibited. Also prohibited is the storing, sharing, and/or other distribution of such unauthorized images by any means.

2.27 Unauthorized Use of Entry

Unauthorized entry into or use of any University building, facility, vehicle, equipment room, or area is prohibited. This includes, but is not limited to, unauthorized possession or use of University keys, computers, lock combinations, or pass codes. Unauthorized entry upon the performance area or the spectator areas of any University event, including but not limited to athletic contests, exhibitions, and musical or theatrical events is prohibited.

2.28 University Housing Safety and Security Efforts

Due to the nature of the University housing environment, safety and security standards have been established. All students will be held accountable for their behavior in University housing. All students and their guests need to cooperate with efforts to establish a secure campus by complying with policies and cooperating with residence hall staff. The complete University housing policies can be obtained at the Housing and Residence Life Department, or via the web at www.usi.edu/res. See Appendix B.

3.0 Academic Policies

3.1 Definitions of Academic Dishonesty

The benchmarks of any great University are high academic standards for both faculty and students. For this reason, truth and honesty are necessary to a University community. The University expects both students and faculty to adhere to these principles and to foster them daily. Put simply, this expectation requires each student to do his or her academic work without recourse to unauthorized means of any kind. Both students and faculty are expected to report violations of academic dishonesty. Faculty should explain the special hazards regarding academic honesty in their discipline. Faculty also should plan and supervise academic work carefully so honest effort will be encouraged. All of the prohibitions mentioned below also apply to the use of electronic, photographic, Internet-based, and other media for intellectual and artistic expression.

A. Cheating

A student must not intentionally use or attempt to use unauthorized materials, information, or study aids in any academic exercise.

1. A student must not use external assistance during any examination unless the instructor has specifically authorized such assistance. This prohibition includes but is not limited to the use of tutors, books, calculators, notes, formula lists, cues on a computer, photographs, and symbolic representations. Prohibition also includes transmission of information on any recording or communication device, such as cellular telephone, Internet appliance, digital camera, audio recorder, or personal digital assistant.
2. A student must not copy from another student's work, including but not limited to a test paper, project, product, performance, or electronic document or file.
3. A student must not take a test for someone else or permit someone else to take a test for him or her. A student must not knowingly allow another student to copy one's work in a test.
4. A student must not submit during the same semester substantial portions of the same academic work for credit or honors more than once without permission from all of the instructors who may be involved. In the event a student seeks to submit in a current course a substantial portion of the same academic work submitted in a previous course, only the current instructor need approve.
5. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor. This prohibition includes but is not limited to submitting another's work as one's own, or using commercial term-paper companies, or files of past papers maintained in a residence hall or apartment.
6. Several people must not collaborate on a single project and turn in multiple copies, all represented implicitly or explicitly as individual work.

B. Fabrication

A student must not intentionally falsify or invent any information or citation in an academic exercise.

C. Plagiarism

A student must not intentionally adopt or reproduce ideas, words, or statements of another person without acknowledgment. A student must give due credit to the originality of others and properly reference the following:

1. Quoting another person's actual words;
2. Using another person's ideas, opinion, or theory;
3. Borrowing facts, statistics, or other illustrative material, unless the information is common knowledge.

D. Interference

A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes but is not limited to theft, defacement, or mutilation of common resources so as to deprive others of the information they contain.

E. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty.

3.2 Penalties and Procedures Related to Academic Misconduct

An act of academic misconduct, even a first offense, places the student in jeopardy of the most severe form of sanction—expulsion from the University.

- A. A faculty member who has observed an act of dishonesty or has other evidence that a student has committed an act prohibited in Section 3.1 shall initiate the process of determining whether the student is in violation of the policy. No penalty shall be imposed until the student has been informed of the charge, has been informed of the evidence on which it is based, and has been given an opportunity to respond.
- B. If the faculty member finds by a preponderance of the evidence the student to be in violation of the academic honesty policy, he or she may assess a penalty affecting the specific project, paper, or test in which the act is found to have occurred. The student may appeal this penalty to the department chair.
 1. If the faculty member wishes to impose a more severe academic penalty (for example, to give a course grade of "F"), he or she will review the incident with the department chair prior to the imposition of the penalty. If the chair concurs with the penalty, the student may appeal to the dean of the college in which the course is taught.
 2. In the event the department chair is the instructor of the course, he or she will review the incident with the dean prior to the imposition of the penalty. If the dean concurs with the penalty, the student may appeal to the provost.

3. In the event the dean is the instructor of the course, he or she will review the incident with the provost prior to the imposition of the penalty. If the provost concurs with the penalty, the student may appeal to the provost's designee.
- C. In all cases where a penalty has been imposed, the faculty member will file the Academic Dishonesty Report Form with the department chair who will forward the report to the dean of the college with a copy to the Office of the Dean of Students. If the student is not enrolled in the college or institution in which the course is offered, the dean of that college or institution will provide a copy of the report to the dean of the college in which the student is enrolled or to the institution of record.
- D. If the department chair and/or dean of the college or institution in which the student is enrolled believe that further action is warranted, additional penalties may be imposed. The department chair may remove the student from the academic major, following review and approval by the dean of the college; the student may appeal this penalty to the provost. The dean may remove the student from the academic college, following review and approval by the provost; the student may appeal this penalty to the Student Academic Grievance Committee.
- E. Any appeal by a student of a decision herein must be made within 14 calendar days of notification of the decision.
- F. In addition to academic penalties, additional university sanctions up to and including suspension and expulsion may be applied when charges are filed under the *Student Rights and Responsibilities: a Code of Student Behavior*.

3.3 Degree Revocation/Delayed Degree Conferral

It is the policy of the University of Southern Indiana that degrees may be delayed or revoked when:

- The time period of the disciplinary sanction assigned extends beyond the date of graduation.
- Evidence is presented which verifies that a degree was erroneously conferred when all requirements had not been satisfied at the time the degree was granted.
- Evidence is presented which verifies that a degree had been erroneously conferred as a result of an act of academic dishonesty.

A student's degree may be revoked or the date of conferral may be delayed. In cases where the confirmation of the degree is delayed, the University may allow the student to participate in commencement exercises.

4.0 Conduct Process

4.1 Purpose

The *Student Rights and Responsibilities: A Code of Student Behavior* has established complaint resolution procedures in order to better serve students, faculty, and staff. The purposes of the complaint resolution procedures include:

- To provide for the education and personal growth of the student;
- To provide for fair inquiries concerning alleged violations of the *Student Rights and Responsibilities: A Code of Student Behavior*;
- To determine through fair procedures whether or not any individual student has actually violated a regulation in the *Student Rights and Responsibilities: A Code of Student Behavior*;
- To allow for consideration of extenuating or mitigating factors where a violation has been found to exist; and
- To determine a conflict resolution that will be appropriate and will also help the student involved make a positive contribution to the University community.

The focus of the complaint resolution procedures shall be to determine whether a student is responsible or not responsible for the violations of which the student is accused.

4.2 Student Rights and Due Process in the Conduct Process

4.2.1 Violation of Policy

A student is considered to have violated the *Student Rights and Responsibilities: A Code of Student Behavior* when the student:

1. Admits to the violation; or
2. Is found in violation of one or more provisions of the *Student Rights and Responsibilities: A Code of Student Behavior*.

4.2.2 Conduct Process

Students alleged to have violated any University policy, including student organization and Housing and Residence Life policies, will be subject to the University Conduct Process. See Appendix B for University housing policies and Appendix C for student organizations and activities policies.

4.2.3 Presentation of Information Relevant to the Complaint Resolution Process

Charged students and complainants will be given every reasonable opportunity to present their information, including questions and presentation of additional testimony, during the complaint resolution proceedings. Students have the right against self-incrimination.

4.2.4 Standard of Proof

The standard of proof will be “more likely than not” University policy has been violated. That proof need only show that the facts are more likely to be so than not so. Evidence, when considered and compared with that opposed to it, has more convincing force and produces in the hearing body’s mind the belief that what is sought is more likely true than not true. (Journal of College and University Law)

4.2.5 University Advisor

The student and the complainant each have the right to an advisor. The student’s advisor must be a member of the University community—student, faculty, administrator, staff, coach, recognized University affiliate, etc. The role of the advisor is to provide support and to assist in preparing for the hearing. Since the complaint resolution process is not a civil or criminal court hearing, the advisor’s role is not that of an attorney representing you. This person may not address the hearing officer or hearing board or ask questions of any witnesses. For assistance in securing an advisor, contact the Office of the Dean of Students.

4.2.6 Witnesses

Witnesses, including the student accused of violating policy, are permitted in all complaint resolution proceedings. Witnesses may present information on behalf of the student or the complainant. It is the responsibility of the student or the complainant to secure their witnesses or witness statements. Witnesses may be questioned by the conduct officer or hearing board members, by the complainant and by the student. Witness(es) will be asked to provide information concerning only the violation(s) being adjudicated. Since the complaint resolution process does not have the authority to subpoena, witness statements may be submitted in place of having witness(es) present during the hearing.

4.2.7 Conduct Process Environment

All hearings are closed to the public. Only individuals involved in the situation may be present. Involved individuals may include:

- Conduct officers and/or hearing board members
- Student accused of violating University policy
- Advisor
- Witnesses*

* *Witnesses will remain only for the duration of their own testimony.*

4.3 Initiation, Investigation, and Disposition of Complaints

4.3.1 Documentation/Reporting Alleged Violations of University Policy

Any alleged violation should be reported as soon as possible following the discovery of the suspected inappropriate behavior. Any potential violations of University policy may be reported in the following manner:

- A report may be filed with USI Department of Security.
- A report may be filed with the USI Department of Housing and Residence Life.
- A report may be filed with the USI Dean of Students Office.

Any student, faculty, staff member, or guest of the University of Southern Indiana may officially report an alleged violation of University policy as outlined in the *Student Rights and Responsibility: A Code of Student Behavior*.

4.3.2 Notification

Generally within ten (10) working days of receipt of the complaint, the dean of students or his/her designee will notify charged student. This notification will include:

- The nature of the alleged inappropriate behavior.
- The date, time, and place of the alleged inappropriate behavior.
- The source of the complaint.
- A summary of information to be presented.
- The date, time, and place of the hearing.
- The sanction(s) applicable if found in violation of the *Student Rights and Responsibilities: Code of Student Behavior*;
- A description of the preservation and the release of information from the conduct record; and
- A notice that a decision will be made in the student's absence if the student chooses not to appear at the hearing, and failure to appear will be considered in reaching a decision whether or not the behavior code has been violated.

4.4 Student Behavior Resolution Procedures

4.4.1 Conduct Authority

The dean of students is charged with the development and administration of the University of Southern Indiana student conduct process. Under the supervision of the dean of students, the following individuals will be charged with the execution of conduct proceedings:

- Assistant Director for Conduct Affairs—Housing and Residence Life
- Director of Housing and Residence Life
- Director of Student Development Programs
- Additional staff members in the University community as deemed appropriate and as trained by the dean of students
- The aforementioned individuals may conduct meetings and hearings with students who may have violated any University policy, including those found in the *Student Rights and Responsibilities: A Code of Student Behavior*, USI University housing community standards (Appendix B), and USI student organization policies (Appendix C).

4.4.2 University Hearing Board

This board is comprised of two students in good standing with USI, one University faculty member, one University administrator, and the dean of students or his/her designee to serve as the Hearing Board chair. These individuals are appointed and trained by the dean of students. When the University Hearing Board is convened, the dean of students or his/her designee will comprise the board as stated above by members of the University Hearing Board pool:

- Five students residing in University housing
- Five students who live off campus
- Three faculty members
- Three administrative staff members

4.4.3 University Conduct Process

In cases involving potential suspension or expulsion from the University, the student may request a hearing before the University Hearing Board (see 4.4.2).

Most complaints are resolved via the administrative hearing process. An administrative hearing involves the student, the administrative hearing officer, and any other individuals necessary to determine whether the student is in violation of University policy. Advantages of an administrative hearing include a more timely resolution of the conflict and the involvement of fewer individuals.

An administrative hearing also may become necessary for those times when the full University Hearing Board is unable to meet. In such instances where the University Hearing Board would normally be convened, the dean of students or his/her designee will conduct the administrative hearing.

4.4.4 Administrative Hearing Process

- Students will meet with one of the individual professional staff members designated to conduct University student complaint resolution proceedings. The University Hearing Board will not conduct administrative hearings.
- Student rights will be reviewed by the hearing officer with the student.
- Charges will be reviewed with the student. At this time, students can indicate whether they believe they are responsible for the policy violation(s) or not responsible for the policy violation(s).
- A student will be given the opportunity to present his/her version of events to the administrative hearing officer and respond to any of the materials associated with the violation.
- The administrative hearing officer may ask questions of the student and any witnesses. The administrative hearing officer will deliberate over the information and will make every attempt to reach a decision within five (5) business days from the date of the meeting as to whether or not the student is responsible or not responsible for the violation(s).
- The student will be notified of the outcome in writing. Any sanctions associated with the outcome will be included in the written notification.
- The appeals process will be outlined and included in the notification of outcome.

4.4.5 Hearing Procedures

- A student will meet with the University Hearing Board.
- Charges will be reviewed with the student. At this time, the student can confirm whether he/she pleads responsible for the policy violation(s) or not responsible for the policy violation(s).
- A tape recording of the hearing is made for the purpose of retaining a verbatim record of the proceedings. Should there be no appeal filed within the allotted time, the tape will be erased.
- The University representative bringing charges against the student will present his/her testimony to the University Hearing Board.
- The student will be given the opportunity to respond to the charges and to present materials associated with the violation.
- The University representative and accused shall have the opportunity to present witnesses/witness statements to the University Hearing Board.
- The University representative and accused may ask questions of the witnesses through the chair of the University Hearing Board.
- The University Hearing Board members may ask questions of the witnesses, the student, and the University representative.
- The University representative and accused may summarize evidence and testimony through closing statements.
- The University Hearing Board will deliberate over the information and reach a decision generally within five (5) business days as to whether or not the student is responsible or not responsible for the violation(s).
- Students will be notified of the outcome in writing by the chairperson of the board. Any sanctions associated with the outcome will be included in the written notification. Additionally, the appeals process will be outlined and included in this notification.

4.4.6 Conflict of Interest

No member of the hearing board or no conduct officer who has a conflicting interest in a particular case may conduct a hearing for said situation. Hearing board members and conduct officers with conflicting interests must recuse themselves from the proceedings. Either the student or the complainant may challenge a member of the hearing board or a conduct officer in writing with the dean of students. In cases where the dean of students' involvement is questioned, the challenge would be forwarded to the associate provost for Student Affairs.

4.5 Findings

An administrative hearing officer or the University Hearing Board will reach one of the following findings at the conclusion of the hearing:

- **Charges Dropped:** If the alleged conflicts prove to be unfounded, no action will be taken against the student. All written materials will be retained for seven years and then destroyed.
- **Not in Violation/Not Responsible:** The finding of the facts of the case found that it was NOT "more likely than not" that the student was responsible for the violation(s). No action will be taken against the student. All written materials pertaining to that charge will be retained for one year and then destroyed.
- **In Violation:** The finding of the facts of the case found that it was "more likely than not" that the student was responsible for the violation(s). Sanctions, restrictions, and/or stipulations can be imposed (see 4.6). All written materials will be retained for seven years and then destroyed, except in the case of suspension or expulsion which become a matter of permanent record. See also sections 4.6-4.9.

4.6 Sanctions, Restrictions, and Stipulations

4.6.1 Sanctions

Sanction(s) is/are a consequence(s) placed upon a student when responsibility for a violation(s) of specified University policy(ies) has been determined. In assigning a sanction(s) for inappropriate student behavior, the presiding entity will consider:

- Facts of the case as presented by the accuser(s) and the accused,
- Type and severity of offense,
- Degree of involvement by accused, extenuating circumstance, and
- Previous incidents of inappropriate behavior committed by the individual(s) accused.

The following is a list of possible sanctions:

- **Warning (Written):** A student may be given a written warning. A written warning is a letter that makes a matter of record any incident in violation of the code. Subsequent code violations will normally result in more severe sanctions.
- **Probation:** Probation is a specified period of review and observation during which the student must demonstrate the ability to comply with University policies, and any other sanctions as outlined above and/or conditions which have been imposed in writing. The specific terms of the probation will be determined on a case-by-case basis. Notification may be given to other University officials as necessary. Probation may be supervised or unsupervised. Further inappropriate behavior may result in additional sanctions to be assigned, including suspension or expulsion.
- **Suspension:** A written notification of the termination of student status and exclusion from further enrollment for a specific period of time not less than one academic semester and not to exceed two academic years.
 - A student who has been suspended must vacate campus within the time frame established.
 - The notice will include the conditions for readmission which must be met prior to application for readmission. An interview with the dean of students or his/her designee will be required prior to acceptance of the student's application for readmission.
 - The student's eligibility for any refund of tuition/fees will be subject to the University's normal withdrawal policy.
 - The student must leave University residences and may not be on University-owned or -controlled property or attend University events.
 - Suspension is a matter of permanent record. A permanent record indicates that student behavior files may be retained indefinitely.
- **Emergency Suspension:** A student may be temporarily and immediately suspended, pending a hearing, when the student's actions or threats of action poses a threat to themselves or to others, or to the university's educational mission or property or to the health or safety of University community members.
 - No hearing will be required before the emergency suspension is imposed; however, a review of the emergency suspension will be held within five working days following the notification. The adjudication process will proceed in a timely manner.
- **Expulsion:** A written notification that the student is permanently ineligible to return to the University. The student must leave University residences and may not be on University owned or -controlled property or attend University events. Petitions for re-enrollment will not be accepted. The expulsion will be recorded on the student's transcript as "May Not Register" and is a matter of permanent record.

4.6.2 Restrictions and Stipulations

Restrictions and stipulations are concurrent actions which may be imposed by the administrative hearing officer or the University hearing board in addition to a sanction.

- **Educational Requirements:** A provision to complete a specific educational requirement designed to promote the education and development of the student while maintaining the integrity of the academic environment. The provision will be clearly defined. Such educational requirements may include but are not limited to meeting with University staff, completion of an alcohol education program, reflection paper, reports, behavioral agreements, etc.
- **Community/University Service:** A student may be assigned to complete a specified number of hours of community/University service.
- **Restitution:** A student may be required to repair or pay the cost for the repair or replacement of any property damaged by the student. This sanction can be imposed by itself or in addition to other sanctions.
- **Confiscation:** Goods used or possessed in conflict with USI policies, including but not limited to falsified information or identification, will be confiscated and may not be returned to the student.
- **Restriction of Access/Removal from University Housing:** A student or other person(s) may be removed from and/or have access restricted to specified campus facilities, or portions of specified campus facilities, including relocation in, or removal from Housing and Residence Life facilities, for a specific period of time.
- **Loss of privileges:** A student may be denied the privilege to:

- Be an active participant in and/or to be in attendance at any or all public events sponsored by USI or by student, and/or
- Represent USI in specified matters, and/or
- Hold office in any or all USI registered organizations, and/or
- Visit with guests during regular Housing and Residence Life visitation periods, and/or
- Receive institutional financial aid, and/or
- Participation in extra or co-curricular activities, and/or
- Employment at the University.
- Participation in a Specific Program: A student may be required to participate in a specific program(s), such as counseling, public service, and alcohol and/or other drug education program, an educational class, or other program participation as assigned. Failure to participate as directed may result in the imposition of additional sanctions, including suspension or expulsion.

4.6.3 Biased Motivated Offenses

Any offense that is motivated by bias may result in stronger penalties. An offense motivated by bias is any offense wherein the accused intentionally selects the alleged victim because of the alleged victim's race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, public assistance status, or inclusion in any group protected by federal, state, and local law.

4.7 Appeals

Students found in violation of the *Student Rights and Responsibilities: A Code of Student Behavior* may appeal. An appeal from any decision, either administrative hearing or University hearing board, must be made in writing within two business days following the date the sanction is assigned and written notice is received by the student. The person to appeal to will be specified in the decision letter.

4.7.1 Format of Appeal

An appeal shall be written and contain the student's name, the date of the decision or action, and the reason(s) for the appeal. The appeal letter must specify in detail one or more of the following basis for appeal:

- Student's/student organization's rights were violated as a result of failure of due process (specify right believed to have been violated),
- Decision is arbitrary (no basis in University policy for decision) or capricious manner (the finding is against the substantial weight of the evidence),
- Significant new evidence is available that could change the outcome, and/or
- The appropriateness of the sanction is in question.

4.7.2 Suspension of Original Sanction Pending Appeal Review

A properly-filed notice of appeal suspends the imposition of sanctions until the appeal is decided, unless, in the discretion of the dean of students, the continued presence of the student on the campus poses a serious threat to themselves or to others, property, or to the normal operation of the University.

4.7.3 Individuals Reviewing Appeals

The appeal will be reviewed by the appropriate appellate officer. For administrative hearing appeals, the following system is used:

- For appeals in University housing, the appeals officer will be the assistant director for Conduct Affairs. In such instances where the assistant director for Conduct Affairs is the administrative hearing officer, the director of Housing and Residence Life will review the appeal.
- For appeals of any other staff member within the Division of Student Affairs, the dean of students will review the appeal.
- For appeals of dean of student decisions, the associate provost for Student Affairs will review the appeal.
- For appeals of the University hearing board, the Appeals Commission will review the appeal.

The commission is comprised of the following members: SGA chief justice (student), SGA University Court representative (student), one faculty representative, one administrative staff representative, and the associate provost for Student Affairs or

his/her designee. The associate provost for Student Affairs or his/her designee will serve as the chair of the commission and vote only in case of a tie. The chair of the commission will notify the student the outcome of the appeal.

4.7.4 Appeal Review Process

The appellate officer will review the written letter of appeal from the student and determine if one of the basis for appeal is present. If it is, a hearing of the appeal will be granted. The appellate officer shall review:

- The response from the hearing officer/body.
- Materials presented at the original hearing, and if available the recorded transcript of the hearing.

Appeals shall be decided upon the record of the original proceedings and upon the written briefs submitted by the parties.

Decisions of the conduct bodies will be given great deference by the appellate decision maker. After reviewing these materials, the appellate officer may decide to do one of the following:

- Affirm the finding and the sanction imposed.
- If specified errors occurred, remand to the original decision makers to reverse the error, change the procedures, consider new evidence that could not have been discovered by a properly diligent accused before or during the original hearing, substitute new adjudicators, or otherwise repair the grounds that gave rise to the appeal.
- Affirm the finding and reduce, but not eliminate or increase the sanction if found to be grossly disproportionate to the offense.
- Cases may only be dismissed if the finding is held to be arbitrary and capricious.

A crucial point in the appeals process is the shifting of the burden of proof. At the initial hearing, the burden of proof lies with the complainant. Once there is a finding of responsibility, the burden shifts to the petitioner. The decision on the appeal will generally be made within ten (10) business days of receipt of the appeal, but may take longer during University recesses or in the event of complex cases.

4.8 Student Behavior Records

In accordance with the Family Educational Rights and Privacy Act (Public Law 93-380), conduct records are considered to be “educational record” and all student behavior records are confidential and may not be disclosed in whole or in part except as provided by law or by the written authorization of the student. This disciplinary record will be separate from the student’s academic record, but will be considered a part of the student’s educational record and will be retained in the Dean of Students office and/or other offices as authorized by the dean of students. Students have the right to inspect and review the materials contained in their conduct record subject to office procedures.

When a student is expelled from the University, the dean of students shall request of the Registrar the placement on the student’s permanent academic record the words “May Not Register.”

4.9 Student Behavior Record Retention and Destruction

4.9.1 Sanctions Less than Suspension or Expulsion

In cases in which students are found in violation and receive a sanction of less than suspension or expulsion, records related to the hearing will be retained for a period of seven (7) years from the date of the incident. Student disciplinary files may be retained indefinitely at the discretion of the dean of students or his/her designee. Release of information may be restricted by the dean of students for good cause, upon written petition. Factors considered in review of such petition shall include:

- The present demeanor of the student;
- The conduct of the student subsequent to the violation;
- The nature of the violation and the severity of the damage, injury, or harm resulting from it.

4.9.2 Suspension or Expulsion

In cases where students are found in violation and receive a sanction of suspension or expulsion, students’ disciplinary files will be considered permanent records. A permanent record indicates that student disciplinary files may be retained indefinitely.

4.9.3 Student Organization Records

Student organizations are considered to have a continuing relationship with the University of Southern Indiana so long as the organization maintains its official recognition status with USI. Records of behavioral conflicts involving student organizations will be retained for seven (7) years following the date of the incident with the dean of students, or his/her designee.

Appendix A

Parental/Guardian Drug and Alcohol Notification Policy

A.1 Background

This policy action was made possible as a result of an amendment to the Federal Educational Rights and Privacy Act (FERPA) in 1998. Prior to this amendment, universities were prohibited by law from releasing disciplinary records of students 18 years of age or older without their written consent. The amendment provides the opportunity, should a university choose, to notify the parents of students under the age of 21.

A.2 Goal

It is the goal of the University of Southern Indiana to expand the partnership between parents/guardians and the University in encouraging students to make healthy, responsible decisions about alcohol and other drugs.

A.3 Details of Notification

If a student under the age of 21 is found responsible for a violation of the University code of conduct drug and/or alcohol policy, Housing and Residence Life Conduct Affairs or the Dean of Students Office will notify the student's parents/guardians in writing. This notification will detail the fact that the student has been found responsible for an alcohol or drug violation. The notification is designed to inform parents/guardians that the violation has occurred and to encourage discussion between parents/guardians and their student regarding acceptable behavior in the USI community setting. Written notice will not include specific details of the incident(s), circumstances surrounding the violation(s), or the specific disposition of the case. Parents/guardians interested in specific information are encouraged to discuss the case with their student. If questions remain, parents/guardians are encouraged to contact the notifying office.

A.4 Direct Contact

When there is reason to believe that a student's health and well being are in jeopardy or that they have placed other members of the University community at risk, the dean of students or his/her designee may contact the parents/guardians directly.

A.5 Consideration

An integral part of the conduct adjudication process will be the discussion concerning notification of the parents/guardians. Consideration will be given to situations where notification may be detrimental to the student or family.

Appendix B

Housing and Residence Life Policies

Introduction

It is the mission of Housing and Residence Life to provide a high quality, affordable living environment for members of the USI community that is convenient, comfortable, culturally enriching, and conducive to academic success. As an integral part of USI's educational efforts and support services, Housing and Residence Life is responsible for the formulation and enforcement of policies reflecting the University's mission within the residence setting.

The success of the campus living experience depends upon our residents, and it is our hope that all students in housing will take an active role in determining that success. As such, it is expected that all residents will be responsible for their own activities, and the activities that occur within their assigned apartments/rooms.

Any violation of the rules and regulations contained in this section, along with any violation of the *Student Rights and Responsibilities: A Code of Student Behavior*, may be considered Breach of Contract (see information about Breach of Contract on the reverse side of your housing contract form). The director of Housing and Residence Life and his/her designee are authorized to cancel any contract of students who are considered to be in breach of contract. Housing and Residence Life professional staff are delegated permission to act concerning cases of misconduct.

Community Standards and Policies

The following terms and conditions are statements of USI Housing and Residence Life community standards and policies. Violations of any of the following policies may result in contract termination or disciplinary action under the *Student Rights and Responsibilities: A Code of Student Behavior*.

Apartment or Residence Hall Room Entry

The University of Southern Indiana reserves the right to enter apartments or residence hall rooms for inspection, cleaning, or maintenance purposes at reasonable times.

Health and Safety Inspections:

- Apartment and residence hall rooms may be entered during Thanksgiving and semester and spring breaks to assure that all health and safety requirements are met.
- During the academic year, health and safety inspections will be conducted by Housing and Residence Life staff (no more than once per month). In these cases, 24-hour notice will be given to residents that staff will be entering their apartment or residence hall suite to conduct the inspection.

Administrative Searches

- Upon approval by the director of Housing and Residence Life and/or the director of Security, or their designee, a room can be entered without notice when there is reasonable cause to believe a violation of University policy has occurred or is taking place, or to determine compliance with federal, state or local laws. The director of Housing and Residence Life, director of Security, or their designees, shall determine the existence of “reasonable cause” prior to the room entry.
- Searches may be conducted in the absence of residents.
- During a search, the University may obtain evidence when there is reasonable cause to believe that a violation has occurred or is taking place.
- Housing and Residence Life staff will ask any residents present to sign a Consent to Search form. Failure or refusal to sign the form will not prevent University personnel from conducting a search.
- On occasions when outside agencies (police, FBI, etc.) may need to search an apartment or room Housing and Residence Life staff and University Security staff are expected to cooperate.

Maintenance

- USI Maintenance staff will enter apartments and residence hall rooms in the absence of residents in order to carry out any essential repairs, routine maintenance, and respond to any emergencies.

Access to Apartments/Residence Hall Rooms

- Access to apartments and residence hall rooms are granted only to the assigned residents of that location, or to University staff. Access will not be granted to resident’s friends, relatives, or other students by staff.

Alcohol

Campus housing is “dry,” therefore, the manufacture, sale, transfer, purchase, transportation, possession, or consumption of an alcoholic beverage on University property is prohibited.

The following actions are prohibited by the University of Southern Indiana:

- **Excessive Amounts of Alcohol**
Kegs or other high-volume containers and/or large quantities of alcohol or alcohol containers are prohibited. The hearing officer may use empty containers as well as full containers when determining whether an excessive amount was found. Possessing excessive amounts of alcohol by an individual may result in contract termination.
- **Alcohol Games**
No activities shall encourage excessive and/or rapid consumption of alcoholic beverages. This includes drinking contests and drinking games (such as beer bong, beer pong, quarters, card games, etc.).
- **Parties**
Using your apartment (or allowing others to use it) for alcohol parties may result in contract termination.
- **Alcohol Advertising**
Public advertisements of alcohol products are prohibited. This includes but is not limited to any signs or advertisements that are visible from public areas, alcohol signs, or other inappropriate displays or objects visible from outside your apartment or residence hall suite.
- **Alcohol Containers**
Alcohol containers are prohibited. This includes but is not limited to containers kept as decoration, alcohol paraphernalia (e.g. “beer bong”), and those containers that are put in the garbage or are lying about your apartment or residence hall suite.
- **Student Intoxication**
Intoxicated individuals will face disciplinary sanctions under this policy. University staff will determine whether a person is intoxicated based on the behavior of the person at the time of the incident. University staff will not accept responsibility for intoxicated individuals.

Candles

Candles, lit or unlit, incense, etc. are prohibited in any Housing and Residence Life facility.

Children

Children under the age of 16 may not be left unattended in housing facilities, and babysitting is strictly prohibited in campus housing. Residents will be held responsible for policy violations of any child visiting their apartment or residence hall suite.

Decorations

Residents are encouraged to decorate their residence hall suite or apartment, as this is considered a resident’s “home away from home.” However, residents are asked to be considerate of the community by adhering to the following guidelines for decorations:

- **Exterior Decorations**
Exterior alterations or decorations are only permitted in University housing with the following stipulations:
 - Sidewalk chalk, spirit foam, shoe polish, paints or other methods used for writing on the exterior of the buildings are prohibited.
 - Large potted plants or trees are not permitted in front of apartments or residence hall suites. These obstacles inhibit quick access for police, fire, and medical emergency personnel.
 - Clothing, bathmats, rugs, towels, or other items may not be hung over balconies, as this creates a “line of sight” problem for security and other University personnel.
 - Apartment or suite numbers may not be blocked or covered by wreaths, door coverings, lights, or any other decorative element.
 - Peepholes may not be covered.
 - Fire protections and/or emergency equipment may not be covered or altered by exterior decorations.
 - Lawn furniture is not to be left unattended in front of apartments or in hallways or stairwells.
 - When not in use, all lawn furniture must be taken inside the apartment or suite.
 - University furniture is not to be taken outside of the apartment or residence hall suite under any circumstances. If University furniture is found outside of the apartment or suite, you may be charged a fine and/or to replace the item(s).
 - Bicycles must be stored in designated bicycle racks within University housing. Residents may not lock bicycles on the balcony or posts attached to the building, nor may they bring them into the hallways of the residence halls. The University is not responsible for stolen or damaged bicycles.
 - Gas and/or charcoal grills are not permitted in University housing apartments or residence hall suites.
 - Holiday or decorative lights may be used, with the following stipulations:
- Lights may not be strung under windows or doors.
- Only exterior outlets may be used for outside lights.
- Lights must be UL approved for outside usage, and the label denoting such use must remain on the light strand.
- Lights may not be strung across areas where people walk (sidewalks, balconies, stairwells, etc.).

If the guidelines for exterior decorations are not followed, residents will be asked by staff to remove the decorations and may face disciplinary action.

- Interior Decorations
 - Interior decorations are allowed in University housing units with the following stipulations:
 - Interior decorations may not block air vents.
 - Interior decorations may not cover fire protection or other emergency equipment.
 - Decorations may not cover peepholes.
 - Placement of live Christmas trees and/or other live greenery (excluding potted houseplants) in any part of housing is prohibited. Artificial trees are permitted inside an apartment or residence hall suite.
 - Canned spray snow is not permitted on windows in housing.
 - Window coverings must be the provided mini-blinds.
 - Cloth curtains, solar film, or white poster board may be placed on the windows for additional light control. No cardboard, aluminum foil, cellophane, or other type of window covering is permitted on windows.
 - Large nails, staples, screws, wall anchors, poster putty, or tape on walls or doors inside or outside the apartment are prohibited.
 - Freestanding lofts may be built in the apartments or residence hall suites with the following guidelines:
 - Lofts may not be attached to the ceilings or walls, they must be freestanding.
 - The top of the mattress must be at least 24 inches from the ceiling to comply with fire codes.
 - All wood surfaces must be treated with a fire retardant varnish.
 - Lofts must be pre-constructed to ensure their stability, and brought in pieces to University housing to be assembled. No actual construction of a loft should occur in a housing facility, only the assembly of a pre-constructed loft.
 - The University is not liable for damages or injury from lofts built by students.
 - Improperly built lofts may result in disciplinary action and maintenance costs for removal.
 - Removing mounted fixtures from walls or ceiling is prohibited.
 - Private door locks on any exterior or interior doors are prohibited.
 - Any renovations or changes to the apartment are prohibited.
 - Dartboards are prohibited.
 - Residents may not paint or wallpaper walls or ceilings in the apartments or residence hall suites.

If these guidelines for interior decorations are not followed, residents will be asked by staff to remove the decorations and may face disciplinary action.

Cleanliness of Apartment/Residence Hall Suite

As a member of the housing community, residents are expected to maintain a healthy and clean living environment within their apartment or suite. Upon receiving a complaint of an unclean living environment, Housing and Residence Life staff will do the following:

- Inspect the apartment or suite.
- Give the residents a set period of time, not to exceed 48 hours, to clean the apartment or suite.
- Reinspect the apartment or suite.
- File a report with Housing and Residence Life.

Failure to maintain a clean environment may result in disciplinary action.

Cohabitation

Living or staying for any pattern of time in an apartment or suite without an official contract for that particular space will be considered cohabitation. Cohabitation is defined as a person staying in an apartment or suite for more than three consecutive nights, or other patterned behavior that is intended to allow an individual to stay beyond visitation hours. Non-registered guests can be considered as an instance of cohabitation. The resident who allows cohabitation to occur can be held accountable. Students found in violation of cohabitation may be charged a conduct fine of \$50, charged for use of the facility, or charged for each night the non-contracted person spent in residence.

Cooking (Residence Halls)

Cooking in rooms with an open flame or exposed element is prohibited. Electrical appliances such as electric skillets, woks, electric grills, George Foreman grills, hot pots, coffee makers without automatic shutoff feature, or other appliances that can be used to prepare raw foods are prohibited (With the exception of microwave ovens). Students will be asked to remove the appliance. If he/she fails to remove the item, the University will remove the appliance and store for 10 working days. A storage fee will be added to the student's account. After 10 days, if the item has not been retrieved by the student, the item will be disposed.

Door Propping

Students found propping open exterior doors in any housing facility may face contract termination as this is a security risk for the community. This includes exterior doors in McDonald East apartment area, the sealed glass sliding doors in McDonald East, residence hall entry doors, residence hall wing doors, or any unattended residence hall suite door or apartment entry door. Any door found propped will result in a \$50 charge. Propped doors that are not attributed to an individual may be prorated among all residents of that building or wing.

Emergency Protection Equipment

Tampering with emergency protection equipment, including but not limited to University fire protection equipment, evacuation route postings, emergency signs, weather radios, exit lights, fire extinguishers, smoke detectors, and alarm systems, is prohibited.

Fire Evacuation

When a fire alarm sounds, or when instructed to evacuate by staff, all residents are expected to vacate the building immediately.

Grills

The use of personal grills in University housing is prohibited. Public grills are provided throughout housing for student use. Use the grills in accordance with the following guidelines:

- Clean grills thoroughly before and after use. You may use aluminum foil on the grills, but foil must be removed after you are finished and discarded properly.
- Only Matchlight brand charcoal may be used with the grills and stored in apartments or suites.
- Used coals must be placed in the coal disposal bucket located next to every grill.
- Trash must be removed from the grill area and disposed of properly.
- Paper trash must be thrown away in garbage cans and not the coal disposal bucket.

See full University Grill Policy in the *Students Rights and Responsibilities: A Code of Student Behavior*.

Halogen Lights

Halogen lights are prohibited in any housing and residence life facility.

Health and Safety Inspection

Up to three times per semester, Housing and Residence Life staff will enter the apartments and residence halls to check safety equipment (fire extinguishers, weather radios, smoke detectors, etc.). Staff also will check to ensure that all appliances are working correctly. Housing and Residence Life will provide students with at least 24 hours notice prior to these inspections.

Keys/Access Cards

- Eagle Access Cards
 - Eagle Access Cards are required for entry into the Residence Halls and in some areas of the apartment buildings.
 - Eagle Access Cards are required in order to use any USI Meal Plan. Without an Eagle Access Card, lost or not, students will be denied access and asked to pay the daily cash amount for any meal purchased.
 - All housing residents are required to carry their Eagle Access Card with them at all times.
 - Eagle Access Cards, or temporary Door Access Cards, may not be given to any persons other than the individual to whom the card is assigned.
 - Lost temporary Door Access Cards will result in a \$55 lost card/lock reprogramming fee.
 - Lost Eagle Access Cards must be reported to the Office of Security and Transportation at 812/464-1845 immediately. The resident will be required to purchase a new Eagle Access Card through the Eagle Access Card Office located on the first floor of the University Center. The card replacement fee is \$10 and students must present a valid form of photo identification when requesting a new card. Contact the Eagle Access Card Office at 812/465-1124 with any questions.
- Keys
 - Residents are expected to carry their apartment keys with them at all times.
 - Residents may not lend their apartment key to anyone. Lost keys will result in a re-core charge of \$55.

Lock Outs

It is the responsibility of the student to ensure that he/she carry an apartment/room key/card. If a student locks himself/herself out of his/her apartment/room, there will be no charge for the first time each semester. Beginning with the second and with each subsequent lockout, the student will be charged \$10 for the service. A student who loses his/her key/card will not be charged for the lockout service, as the cost of a lost key/card will be assessed.

Parking

All parking and traffic regulations apply in Housing and Residence Life areas. For a summary of the parking regulations in the apartment complexes and at the residence halls see RESIDENT SERVICES, page 152. A complete listing of the Motor Vehicle and Parking Regulations can be found at www.usi.edu/parking.

Personal Property

Housing and Residence Life reserves the right to restrict the use of furniture, i.e., pianos, organs, drums, dartboards, waterbeds, and similar large or potentially disturbing items. Residents may bring/move personal furnishings. Housing and Residence Life assumes no responsibility for anything left in the apartment or residence hall suite upon resident move out. Items left in the apartment or suite will be disposed of at the owner's expense. Items may not be stored in the furnace closet, stairwells, on balconies, or inner courtyards.

Quiet and/or Courtesy Hours

Violation of quiet and/or courtesy hours is considered disorderly conduct. Courtesy hours are always in effect. Community residents and/or Housing and Residence Life staff reserve the right to ask people to observe courtesy hours at all times. Quiet hours are:

- Sunday-Thursday, 10 p.m.–8 a.m.
- Friday-Saturday, Midnight–8 a.m.
- 24-hour quiet hours begin the night before final exams are administered.

Student equipment (stereos, televisions, musical instruments, alarms, etc.) that continues to be a noise problem will be confiscated by staff. Items will be stored for 10 working days. Unclaimed items will be disposed of by Housing and Residence Life. A storage fee will be added to the student's account.

Tobacco-Free Policy

Smoking or the use of tobacco or tobacco products is prohibited inside all student housing facilities. This includes resident halls, apartments, common areas, balconies, building entries, and student rooms. Smoking is permitted in designated outdoor areas in student housing. Individuals are responsible for proper disposal of cigarette butts. Cleaning charges may be assessed if cigarette butts are not properly disposed.

Trash

Residents are responsible for the removal of trash and garbage in and around their apartment or suite. All trash must be disposed of in provided dumpsters within University housing. Leaving trash outside apartments is prohibited. Trash that is not attributed to an individual may result in charges being prorated among the residents of the building or floor where the trash was found. Charges will be assessed to student accounts.

Visitation and Guests

- Guests
 - Residents are responsible for the behavior of their guests. Residents will be charged for any and all violations caused by their guests
 - Guests are prohibited from staying in the apartments or residence halls without the resident. These individuals will be asked to leave by Security or Housing and Residence Life staff if found unescorted or unaccompanied in or around University housing property. Residents who leave guests unattended will be held judicially responsible.
 - Number of Guests - The maximum capacity of any two-bedroom apartment or residence hall suite is eight persons, including both residents and guests. A one-bedroom apartment or residence hall suite has a

maximum capacity of four persons, including both residents and guests. This number has been established by the State Fire Marshall's office.

- Guest Registry
 - Any guest staying in University housing must be of the same gender as the resident, and must be registered with the department of Housing and Residence Life. Guests may be registered by going to the Housing and Residence Life web site at www.usi.edu/res. Unregistered guests will be asked to leave University housing. Guests must be at least 16 years of age.
- Hours of visitation are as follows:
 - Sunday–Thursday: 7 a.m.–Midnight
 - Friday and Saturday: 7 a.m.–2 a.m.

Disciplinary Fines

The following chart represents typical fine assessment for first-time violations of policy:

Violation	Fine
Alcohol	\$50
Alcohol Parties	\$100
Contributing to Minors	\$50
Intoxication	\$50
Excessive Amounts of Alcohol	\$100
Arson	\$100
Bomb Threat and/or Placement	\$100
Candles	\$50
Cohabitation	\$50
Cooking	\$50
Combustible Substances	\$50
Dishonesty	\$50
Door Propping	\$50
Possession of Drugs or Drug Residue	\$100
Drug Use	\$100
Drug Paraphernalia	\$100
Failure to Comply	\$50
False Fire Alarms	\$50
Firearms and Weapons	\$100
Fire Evacuation	\$50
Emergency Protection Equipment	\$50
Fireworks	\$50
Guests*	\$50
Health and Safety	\$50

Harassment	\$50
Keys	\$50
Lofts	\$50
Pets	\$50
Physical Abuse	\$100
Smoking	\$50
Theft (or possession of stolen property)	\$100
Threatening Behavior	\$50
Death Threats	\$100
Trash	\$50
Unauthorized Entry	\$50
Vandalism	\$50
Visitation	\$50

*Residents can be held responsible for the behavior of their guests; therefore, fines are determined by the policies violated by the guest.

Appendix C

Student Organizations and Activities

C.1 Definitions of Student Organizations

1. Student organizations or student committees are groups in which the membership is (1) composed of University students, faculty, and staff; (2) entirely responsible for the conduct of various sponsored activities as well as the daily affairs of the group. Student organizations may extend membership to non-students. The inclusion of faculty and staff is defined in the role of an advisor, not a voting member. The University registers two types of student organizations:
 - a. A “recognized” University student organization; one that successfully completes the registration requirements and receives annual financial support from University sources; and
 - b. A “registered” independent student organization; one that successfully completes the registration requirements and receives no annual financial assistance.
2. Residence hall, fraternity, and sorority governing bodies are considered student organizations and are expected to complete the registration process before facilities other than their own specific living unit can be used. Additional regulations for the establishment and operation of fraternity and sorority groups are available in the Office of Student Development Programs. In order to be a recognized fraternity or sorority at USI, the organization must be affiliated with a national Greek organization and have received approval for inclusion in the fraternal system from one of the Greek governing boards. (Federal law through Title IX permits fraternities and sororities to remain single gender organizations provided there is equal opportunity to join similar organizations.)
3. Groups such as faculty-initiated academic interest groups, faculty/student governing committees, musical organizations, athletic teams, and theatrical activities are not student, but University organizations. As such, they are directed or chaired by a regular University staff member responsible to the academic or administrative authorities. Membership in University organizations is subject to various internal requirements and regulations. The University staff member, by virtue of his or her expertise, is responsible for directing the organization. Students, however, have the right to participate in the organization’s decision-making process. Registration of such groups is not required; however, they are subject to general University procedures, for example, nondiscrimination, fundraising, outdoor event, and license policies.

C.2 Conditions of Membership

In selecting its membership, no organization may discriminate on the basis of race, color, national or ethnic origin, religion, sex (except for single-sexed social sororities and fraternities and residence halls exempted from Title IX), disability, age, sexual

orientation, or veteran status in accordance with federal, state, and local laws. Officers of the organizations are held responsible for seeing that this condition is met. Exceptions must be obtained in writing from the Office of Student Development Programs.

C.3 Eligibility for Co-Curricular Participation

The major concern of the University of Southern Indiana for its students is their academic achievement. One mark of academic achievement is orderly progress toward a degree. Students are encouraged to complete a minimum of twelve (12) hours of course work each semester. Each student is therefore advised to balance a desire to progress in a systematic fashion toward a degree and the desire and ability to participate and/or lead in co-curricular activities. After a student has assessed the abilities and interests he/she may have, the student may then choose to participate or not (taking into consideration the qualifications required by the various activities and organizations). To assume leadership, elective and/or appointive positions, the student must meet the University requirements listed below:

1. **Specific Requirements:** The minimum requirements that the University sets for students to assume elective and appointive positions in co-curricular activities include enrollment and continuance in a minimum of nine (9) hours of USI course work, degree seeking status, good academic and student status, and a cumulative grade point average (GPA) of 2.0 or greater. Students must be admitted in good standing to the University to assume elective and appointive positions in their first semester at the University. **Additional requirements:** Organizations or groups may make, with the consultation of the Office of Student Development Programs, such additional eligibility requirements as they deem necessary. These additional requirements cannot be in conflict with the University policies on discrimination.
2. **Athletic Requirements:** NCAA and athletic conference rules will govern participation in intercollegiate athletics.
3. **Compliance Requirements:** The above stated requirements must be met in order to:
 - a. apply or receive consideration for an appointive or elective office;
 - b. campaign for an elective office;
 - c. hold an elective or appointive office;
 - d. receive special honors;
 - e. receive an appointment to serve on an all-campus (student or faculty-student) committee or governing-organization (RHC, IFC, Panhellenic, etc.), or on the staff of any University or student publication.
4. Individuals should be aware of their eligibility status at all times. They shall inform the concerned organizations of their status when seeking or desiring to continue in positions of leadership as described above.
5. Each University or student organization, with the assistance of the advisor, is responsible for compliance with these requirements.
6. **Waiving requirements:** Any student who does not meet the aforementioned requirements and is still interested in an appointive or elected position can request a review by the director of Student Development Programs or designated representative. Any student wishing to appeal a decision regarding eligibility to be an officer must do so in writing to the director of Student Development Programs.

C.4 Funding of Registered Organizations

1. **Banking Arrangements**
Student organizations may elect to deposit their funds with the University through the USI Business Office. If an organization elects to deposit funds off campus, the University's tax exempt status should not be used in obtaining financial services. Organizations are required to follow all federal, state, and local laws.
2. **Expending Funds**
 - a. Registered independent student organizations may expend their monies for organizationally related activities. All expenditures are subject to review by the University controller, who retains the right to question the propriety of the expenditure.
 - b. Registered "recognized" University student organizations expenditure of funds is subject to purchasing policies and regulations.
 - c. Student organizations with university accounts must maintain a positive balance. Accounts that incur a deficit balance will become inactive until the balance is positive. Organizations may face additional sanctions and loss of privileges.
3. **Student Government Association Allocations**
 - a. Registered student organizations (RSO) can apply for University funds from the Student Government Association (SGA). All organizations receiving funding must agree to (a) abide by State regulations in all purchasing and budget control activities; (b) expend funds only for University-related purposes; and (c) obtain a University agency account.
 - b. RSO funds must be used to promote a diverse array of use, facilitate intellectual engagement, encourage collaboration between students and student groups, and/or foster campus community. All funded program/events must be open to the University and free to all students who pay the activity fee. Applying RSOs must meet the following criteria to qualify for RSO funds:
 1. RSOs must not discriminate based upon race, color, national or ethnic origin, religion, sex (except for single-sexed social sororities and fraternities and residence halls exempted from Title IX), disability, age, sexual orientation, or veteran status in accordance with federal, state, or local laws.

2. RSOs must not knowingly present false documents or information to SGA. Applying RSOs will not be awarded money from the RSO fund for any of the following:
 - a. Repayment of debt
 - b. Living-group rent
 - c. Activities that make a direct contribution to a political campaign or religious organization
 - d. Any activity that is specifically designed to raise funds for the operation of the organization
 - e. Gifts, excluding speaker or performer honorariums
 - f. The duplication of materials, supplies, or services that the University will provide for at no cost to the organization
 - g. Any beauty pageants or participation therein
- c. Funding stipulations and regulations are subject to change at the discretion of the Student Government Association.
4. Associate Provost for Student Affairs Programming Grant
The associate provost for Student Affairs has available funds which can be applied for by registered student organizations, students making academic presentations, and departments within Student Affairs. These programming grants are not to be considered permanent organizational funding. The purpose of the grant program is to provide the opportunity for registered student organizations and departments to present quality programming for the USI community, as well as assist students with their academic endeavors. These funds are intended to be one-time only program grants. The associate provost for Student Affairs will make final allocation decisions.
5. Unexpended Balances of Inactive Student Organizations
Any student organization that does not register for two (2) consecutive years will have the funds in its University agency account, which is managed by the Business Office, transferred to the associate provost for Student Affairs program grant account unless arrangements have been made with the USI Business Office.
6. Entertainers, Speakers, and Performers
 - a. Information on acts, both local and national, who may be available for entertainment at social events, is located in the Office of Student Development Programs. It is strongly recommended that any student organization or group wishing to engage entertainment groups contact the Office of Student Development Programs for specific advice as to the contracting procedures. Any registered student organization entering into a contractual relationship must have prior approval from the organization's advisor before asking for the contract and must have the advisor authorize the contract on behalf of the organization, following all contractual procedures as required by the University.
 - b. Arrangements for speakers and performers are to be made in keeping with the University speaker and performer policy.

C.5 Registration of Student Organizations

1. When any group of students wish to engage in sustained activities and/or programs and use facilities on a regular basis, registration of the group as a student organization is required. The Office of Student Development Programs shall rule when there is a question as to whether a given organization intends to engage or is engaging in a sustained program. A student organization wishing to conduct a sustained program must be registered in order to:
 - a. Use University facilities;
 - b. Be listed in University publications and newsletters;
 - c. Use the University name in publicity and press releases;
 - d. Use University logos and trademarks;
 - e. Apply for and expend University funds as distributed through the Student Government Association or University departments;
 - f. Apply for and occupy office space in the University Center;
 - g. Participate in Student Development Programs activities and conferences as an organization;
 - h. Participate in any information fairs;
 - i. Apply for University recognition for organizational achievement.
2. The purpose of the registration procedure is to guarantee that organizations enjoying the above privileges of association with the University do the following:
 - a. State their purpose, officers, advisor, and activities;
 - b. Keep with the mission of the University.
3. Registration does not imply that the viewpoints of the organization are those of the University.
4. Procedures: A group wishing to be registered as a student organization must complete the Intent to Organize process through the Office of Student Development Programs. Groups have 90 days to complete the process. The following information must be completed.
 - a. Name of organization (no organization shall register a name identical to or closely similar to the name of a currently registered organization nor can the University of Southern Indiana precede any organization name);
 - b. A constitution and by-laws of the organization, which includes a declaration of the purposes, goals, activities, etc., must be submitted. University of Southern Indiana policies supersede those of an organization's constitution or by-laws;
 - c. A list of officers or official representatives of the organization;

- d. Registration attests that the local organization agrees:
 1. To provide equal opportunity to all students;
 2. To prohibit discrimination against any member or prospective member because of age, disability, ethnic origin, marital status, race, religious commitment, sex, sexual orientation or veteran status;
 3. To promote the realization of equal opportunity through affirmative action. Certain groups, such as social fraternities and sororities, governing organizations in single-sex residence halls, and other organizations specifically exempted from Title IX of the Education Amendments of 1972, may rightfully exclude men or women.
 - e. The name of a faculty or staff advisor (part-time faculty and staff qualify as advisors if they are not simultaneously pursuing a graduate degree) and completion of the Advising Agreement Form. Advisors must actively participate in the organization and regularly attend meetings of the organization. In case of severe hardship, the director of Student Development Programs is authorized to waive this requirement for a reasonable period of time.
 - f. The national organization's constitution and/or by-laws must be on file in the Office of Student Development Programs.
 - g. Provide documentation of conducting recruitment/organizational development meetings;
 - h. a membership roster;
 - i. completion of an organization retreat/officer's training workshop; and
 - j. Secure insurance (sports/recreational clubs).
5. Registration certifies that local organizations affiliated with a national organization must have a local constitution and/or by-laws that are in accordance with and do not conflict with University of Southern Indiana policies and procedures. National constitutions/by-laws imposed upon the local organization may not conflict with the University of Southern Indiana policies and procedures. If there is any question involving any of the above-stated conditions in the Procedures section, the registration of the group seeking to register will not be completed until it is referred to the Office of Student Development Programs for review.
 6. In order to be a registered fraternity or sorority at USI, the organization must be affiliated with a national Greek organization and have received approval for inclusion in the fraternal system from one of the Greek governing boards, and completed the procedures and requirements for the establishment of social fraternities and sororities. This may be obtained from the office of Student Development Programs (Federal law through Title IX permits fraternities and sororities to remain as single sex organizations provided there is equal opportunity to join similar organizations.)
 7. To keep the organization's registration current, it must be renewed in the Office of Student Development Programs by the third Friday of the fall semester. This renewal consists of providing names of current officers or representatives, advisor, and any other relevant information, and attending an information session. Should this renewal of registration not occur, all privileges extended to the organization will be withdrawn. To renew an organization's registration, the organization must do the following:
 - a. Complete the Student organization Registration Renewal Form and submit it to the Office of Student Development Programs.
 - b. The president, or any executive officer of the organization, must attend an information session by the third Friday of the fall semester. The executive officer who attends the information session must be listed as an executive officer on the organization's renewal form. Information sessions will be available during the second and third weeks of the spring semester to accommodate organizations that elect officers at the end of the fall semester.
 8. Termination of Registration: The Office of Student Development Programs reserves the right to cancel registration of any organization that fails to observe the understanding outlined in this section. Furthermore, it shall be assumed that an organization is no longer registered if it fails to complete these requirements.
 9. Appeal of Registration Procedures: Decisions concerning registration denial may be challenged by submitting a written statement to the Office of Student Development Programs. The director of Student Development Programs will review the statement in light of the guidelines established herein. If the challenge is validated by the director of Student Development Programs, the organization will be registered. If the challenge is not validated by the director of Student Development Programs, the challenging party may refer the statement directly to the Dean of Students.

C.6 Student Organization Responsibility for Activities and Events

Student groups and organizations planning and carrying out their activities and conducting their affairs bear the responsibility for doing so in accordance with University regulations as well as state and local laws. Student organizations will be held responsible for the behavior of their members or guests when the actions of these individuals evolve from or are associated with the organization or an activity related to the organization. The extent to which an organization will be held responsible for the actions of individual members or guests will be determined in accordance with the following guidelines.

1. Definition of an Activity Related to an Organization: An activity is considered to be related to an organization when one of the following circumstances exists:
 - a. The activity being sponsored was planned in an official meeting of the organization.
 - b. The activity is a registered event with the University.
 - c. The context of the activity indicated that it was the product of the organization per se. This includes but is not limited to: the activity was held on organization property, the presence of one or more of the group's officers,

- the presence of 25 percent or more of the group's members, promoting or financing the event, or the presence of organized entertainment.
2. The parent organization shall be responsible for the actions of new members or other subgroups carrying official status.
 3. Events or activities that include numbers of non-members also are the responsibility of the group or organization in question. Appropriate measures must be employed to prevent or deal with infractions and problems involving nonmembers (see section 4.b, and section I below).
 4. Infractions: Each group or organization has the responsibility and is expected to deal with individuals allegedly in violation of University regulations or laws by referring such individuals to the Department of Security, the Office of Dean of Students, the Department of Housing and Residence Life, and/or the Office of Student Development Programs. Circumstances that do not constitute violation of University policy or law, but that may be violations of organizational regulations may be dealt with internally by the organization.
 - a. Each group or organization is expected to refer such individual(s) to the appropriate University authorities. The Department of Security should be contacted immediately for any issue involving public safety. The Office of Student Development Programs should be contacted for any organizational-constitution violations. Referral should be made to the Office of Student Development Programs and/or the Office of Dean of Students for violations of the Code of Student Behavior and/or University conduct action.
 - b. The group or organization must show good faith in referring individual(s) who may be responsible for violating University policy or any federal, state, or local laws. The degree to which the group or organization carries out this overall responsibility will have bearing on the extent to which it may be held accountable for the actions of the individual(s). Members and non members of a group at an activity related to an organization are included in the expectation of the group's responsibility and appropriate measures must be employed to prevent or deal with problems and/or violations.
 - c. When (1) sufficient preventive measures have not been employed and/or (2) action to refer individual cases to appropriate authorities has not been taken, the student organization may be held accountable for violations.
 5. Additional responsibilities for social fraternity and sorority organizations regarding activities and events can be found in the University of Southern Indiana Fraternity and Sorority Policies and Guidelines available in the Office of Student Development Programs.

C.7 Student Organization Responsibilities for Events Involving Alcohol

The University of Southern Indiana Alcohol and other Drug Policies are consistent with the educational and non-punitive philosophy that governs the *Student Rights and Responsibilities: A Code of Student Behavior*. The code emphasizes personal responsibility and is intended to facilitate individual student growth and development. To help reduce the incidence and prevalence of alcohol use that may adversely affect the quality of an individual's experiences at the University of Southern Indiana, abstinence is encouraged. No alcohol may be brought to or distributed at any event on campus without permission of the president or her designee. Kegs and other containers used for distributing alcoholic beverages are not permitted anywhere on campus or in organized student housing. Students of legal age who choose to drink off campus are expected to handle alcohol in a low risk manner and behave responsibly. The following procedures have been established to emphasize the shared responsibility of the host organization and individuals attending social events or activities related to an organization. These procedures are intended to reduce risks associated with social events and to assure compliance with University policies as well as state and local laws concerning the use of alcohol and other drugs.

1. Registration

Any social event that is to be held on University property or in organized student housing by one or more student organizations must be registered. Student organizations register social events through the student scheduler. All social events must be registered at least two weeks prior to the date of the event. Student organizations may be required to have a designated faculty advisor or authorized sponsor present at the event. In addition, a representative from the registering office may meet with the organization leader(s) to plan procedures in accordance with these guidelines for the event. Social events will not be permitted unless complete compliance with these procedures, University policies, and state and local laws can be assured to the best of the ability of the hosting group(s). Additional regulations may apply to social fraternities and sororities.
2. Off-Campus Social Events

Any registered student organization that sponsors a social event away from campus is obligated to adhere to all University policies and federal, state, and local laws. It is the responsibility of the sponsoring group(s) to institute measures to assure that minors do not consume alcoholic beverages at off-campus social events.
3. Violations

If University policies, federal, state, and/or local laws are violated during or as a result of a social event, the sponsoring group(s) will be considered responsible and held accountable for the violation(s). The group must understand that other potential legal liabilities may also occur for the organization, individual students, officers, guests, and advisors. Littering, infringing upon the rights of others, and abuse of public or private property are also examples of violations of this policy. Other possible violations of University policy will include but are not limited to the following:

 - a. Failure to register functions
 - b. Construction of unauthorized structures
 - c. The failure to use required entrances and exits properly
 - d. The consumption of alcohol by individuals who are under the legal age
 - e. The providing of alcohol to any person under 21 years of age

- f. Failure to provide adequately trained and identified marshals to supervise the event
 - g. Conducting “spontaneous” social functions, activities, or events
 - h. Exceeding the maximum number of guests at any given time
 - i. Failure to comply with the policies regarding sound system and sound ordinances
 - j. Failure to adhere to clean-up plans
 - k. Failure of responsible members to attend all training sessions if deemed necessary.
- NOTE: All groups should remember that these are minimum standards of care that should be exercised in all social events. Depending on the scope of activities, additional measures may be deemed necessary by the group/University to ensure a safe and enjoyable activity.
4. Additional responsibilities and regulations for social fraternity and sorority organizations regarding events involving alcohol can be found in the University of Southern Indiana Fraternity and Sorority Policies and Guidelines available in the Office of Student Development Programs.

C.8 Solicitation and Fundraising

1. The buildings and grounds owned by the Board of Trustees of the University of Southern Indiana exist for, and are exclusively devoted to, the organized and approved University program of higher education. As such, they are committed to being used for the non-profit, tax-exempt use of the official program of the University. Therefore, private unsolicited business activities are not permitted on University premises. However, in certain limited areas, the University contracts with private firms to provide needed on-campus services for students, faculty, and staff that contribute to the accomplishment of the University’s educational purposes.
2. Apart from prohibiting profit-making commercial business activities, the University also regulates, within limits, under separate policies, and consistent with the above policy, any use of its buildings and grounds for solicitation, including fundraising activities. Fundraising activities must not violate state law by including a drawing, raffle, lottery, game of chance, or any scheme for distribution of prizes among persons who are paying for a chance to obtain a prize.
3. Policy on Sales and Solicitation
 - a. No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by non-University individuals or organizations is permitted on the grounds or in the buildings or on equipment or networks owned/operated by the University without the written permission of the president. Such solicitations that are prohibited include the use of electronic mail and web page solicitations. Any activity in violation of this policy should be reported to the Office of the Dean of Students.
 - b. Students and employees are not permitted to solicit, canvas, or peddle any items, distribute or post any unauthorized material within the buildings or through equipment or networks owned/operated by the University or on the grounds of the University without the written permission of the president or designate. Such solicitations that are prohibited include the use of electronic mail and web page solicitation. Any activity that violates this policy should be reported to the Office of the President.
 - c. Approved solicitations include the annual United Way campaign and various USI Foundation and University solicitations. Other activities may be approved for projects and/or programs that are of direct interest and value to the University. Students and employees may donate as generously as they wish, as the University does not imply any obligation on the part of the individual employees to contribute. Contributions to charitable and welfare programs and activities are entirely matters of individual discretion.
 - d. Sales, solicitations, and distributions are permitted by officially registered campus organizations only if they are for the general benefit of the University and/or the community and have received authorization of the president or a designate. Application for approval for sales and solicitations events (including athletic events and events held in Housing and Residence Life areas) may be initiated with the student scheduler. Generally, sales and solicitations are limited to three days in a 30-day period and not more than twice a semester. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered. The University of Southern Indiana and the USI Foundation do not recognize fundraising efforts using games of chance, such as raffles, door prizes, half-pots, or bingo as methods for raising charitable funds. Neither the University nor the USI Foundation is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For information, contact the director of Development.
 - e. Sales and soliciting groups or individuals are expected to adhere to the following regulations:
 1. The use of sound equipment (tv, stereo, amplifiers, public address system) is restricted; permission to use such must be obtained from Scheduling Services.
 2. Groups must display a printed sign no smaller than 18” x 24” signifying the name of the organization hosting the sale or solicitation.
 3. For-profit entities must have a retail sales permit available at the scheduled activity. A currently enrolled student representing the sponsoring group or organization must be present at all times.
 4. Groups or individuals must have written confirmation for the scheduled event available at the scheduled event.
 5. Space in the University Center may be reserved. The University Center may be used by registered student organizations for conducting campus-wide elections, distributing literature relating to student organizations, recruiting membership for student organizations, and activities, sales, and solicitations.

4. Fundraising Policy

All members of the University community— faculty, administrators, clerical/support staff, and students—have a responsibility within the framework of their positions to participate in University fundraising from private sources within the program coordinated by the USI Foundation office.

- a. The president of the University is the official spokesperson on all fundraising matters. The director of development/president of USI Foundation, in concert with other administrative units, will assess University needs, identify possible private sources for funds to meet those needs, prepare plans for soliciting private sector funds, and direct the personnel and financial resources available through the office toward obtaining resources to meet those needs.
 - b. All University efforts in private fundraising will be coordinated through the USI Foundation. Under this policy, guidelines for private fundraising are:
 1. University personnel and students desiring to solicit private funds or call attention to specific needs shall submit in writing the needs, ideas, recommendations, and proposals to be reviewed and approved by respective administrators, deans, chairpersons, appropriate associate and assistant vice presidents, appropriate vice presidents, and the provost.
 2. After review by the provost, the proposal shall be submitted to the director of Development/president of USI Foundation. The USI Foundation will not proceed with any proposal or recommendation for soliciting private funds without approval of an appropriate vice president and the president.
 3. If the proposal or recommendation receives approval through channels and is determined to be in concert with the general purposes and missions of the University, and if funds are not available within current resources, development staff will try to obtain private funds.
 4. Approved proposals or recommendations will be included in the development plan for the University.
 5. When appropriate, faculty members, deans, chairpersons, administrators, and students will be called on to assist development staff in identifying University needs, expressing these needs, preparing proposals on potential private funds sources, and generally striving to obtain resources for the University's identified unmet needs.
 - c. This policy will apply to all private fundraising proposals and activities by all personnel and students of the University.
 - d. For purposes of this policy, private funding sources are individuals, alumni, friends, businesses, foundations, and other sources except local, state, and federal governmental agencies supported by tax-appropriated dollars.
- #### 5. Fund Raising for Student Organizations
- a. Sales must be scheduled through, and approved by the student scheduler. This includes fundraisers such as bake sales and discount cards.
 - b. Ideally, only two groups at a time will hold sales in any one area.
 - c. When scheduling a fundraising activity, an organization must request all tables and other equipment that will be needed. Costs associated with setups other than at the UC will be charged to the organization.
 - d. Special rules exist for bake sales. A copy of the Health Department regulations is available at the Office of Scheduling Services.
- #### 6. Sponsorship Fundraising Policy
- a. Each reserving company **MUST** be sponsored by a REGISTERED student group or organization. The sponsoring group will then contact the student scheduler to reserve space and any necessary equipment. Fundraising companies may **NOT** make reservations.
 - b. Space is not provided on a sub-lease basis. Sponsoring group or organization **MUST** have a representative present for the duration of the function.
 - c. Reserved space will be limited to three days a week in a 30-day period and no more than twice a semester per company.

C.9 Priorities for Use of University Buildings and Facilities

Officially registered student organizations may use University facilities on a space-available basis to hold meetings or conduct activities consistent with the objectives of that organization.

1. Definition of Facilities

- a. The facilities of the University include all buildings and grounds owned or leased by the University. Space within the buildings and grounds is of three types (1) Dedicated, (2) Semi-public, and (3) Public.
- b. Dedicated – Dedicated space is defined as space used primarily to serve and support the educational, cultural, living, and recreational functions of the University. Although such areas may be used by the public, University functions have priority. Examples of such space are: classrooms, laboratories, libraries, student housing, restricted facilities, and intramural and athletic fields.
- c. Semi-public – The semi-public space areas are defined as space available for use by internal and external individuals and groups on a reservation only basis. Normally, non-University organizations will pay for the use of such space. Examples of such space are meeting rooms and lecture rooms in academic buildings and the University Center.

- d. Public – The public space areas are defined as those which accommodate traffic flow, and facilities of the University open to the public. These areas are defined to include sidewalks, campus streets and drives, entrances to buildings, lobbies and corridors in classroom and office buildings, and semi-public facilities and common areas in student housing and the University Center.
2. Use of Facility
 - a. Dedicated Space – General Instructional Space
 1. General classroom areas in academic buildings, including large lecture rooms, are not assigned to any specific academic area. These areas are under the jurisdiction of the Registrar’s Office for assignment of regularly scheduled classes. Reservations for meetings, study groups, and other temporary uses by student organizations are to be made by calling the student scheduler.
 2. General instructional space such as athletic fields, University Center, conference rooms, Physical Activities Center, and the buildings constituting Bent Twig Outdoor Education Environment may be reserved by student organizations through the student scheduler.
 - b. Semi-public Space
 1. Student Activities Space – General student activities space is available in the University Center. Space for social events, such as dances, movies, organizational meetings, and other activities will be coordinated with the student scheduler.
 2. Lobby Areas and Other Semi-public Space – Reservations for use of lobby areas and semi-public space areas must be made with and approved by the student scheduler. The University reserves the right to deny the use of areas if it is determined that access by the group is disrupting the normal operation of the facility or the University.
 - c. Public Space
 1. General Buildings and Ground Space
 - a. Every person with legitimate business at the University has the privilege of free access to public areas of the buildings and grounds during hours when they are open; such hours are determined by the president or her designee. These areas include sidewalks, closed streets, entrances to buildings, corridors in classroom and office areas, library reading rooms, and common areas.
 - b. The president or her designee may deny this privilege of free access to an individual or group which disrupts the normal operation of the University.
 2. Reservation of Space – Public area space as defined by this policy may be reserved by officially registered student organizations. Soliciting for monetary reasons, or selling, will not be permitted in the public areas except in cases of student groups whose activities are approved through the Office of Scheduling Services or other University organizations as approved by the president or her designee.
 3. Right of Use of Space
 - a. Use of space for purposes other than those for which it has been designated will not be allowed. Neither individuals nor groups will be permitted to interrupt the use of space, after it has been duly assigned, without permission of the president or a University official designated by the president.
 - b. If, after observing the situation, the person in charge of a facility or function determines that a situation is no longer peaceful and orderly, he should:
 1. Request, not direct, the individual(s) to desist from activities causing the disturbance and allow a reasonable time for such action to occur. In the event efforts at persuasion fail, he/she should inform the Department of Security of the nature of the disturbance and remain on the scene, except for extreme cases, until the security officers arrive, at which time emergency procedures will be initiated; or
 2. Elect, when personal safety or well-being will be endangered by direct involvement with the demonstrators, to inform immediately the Department of Security, whose staff will implement approved emergency procedures.
 - c. Agencies coming to the campus to recruit students for employment must make reservations for space and schedule with the Office of Career Services and Placement. Personal interviews will be scheduled in the Office of Career Services and Placement or in semi-public areas if the facilities of the office do not accommodate the demand.
 4. Reservation Procedures The following procedures apply to reservations requested by officially registered student organizations:
 - a. Indoor Space: Those requesting a reservation of an indoor University facility/space should contact the Office of Scheduling Services and follow any policies and procedures established for that site.
 - b. Outdoor Space: Those requesting a reservation of an outdoor University facility/space must complete a reservation form and submit the form to the Office of Scheduling Services 60 days prior to the event. All paperwork and special requests must be submitted to the Office of Scheduling Services 30 days prior to the event. The reserving organization must be in good standing with the University. Scheduling Services shall forward copies of the reservation to the Office of Student Development Programs, the Department of Security, and other appropriate offices for approval. Once approved, the Office of Scheduling Services will notify the reserving organization. If the attendance for the event is expected to be 100 or greater, and there will amplification of sound, the group must also submit a Proposal for Outdoor Event/Activity, a budget, and timeline to the Office of Student Development Programs and schedule a meeting with the program advisor for Student Activities. This meeting must occur at least 60 days prior to the event. If event approval is

granted, the group must complete paperwork and requests at least 30 days prior to the event. The group may meet as necessary with the student scheduler in the Office of Scheduling Services and the program advisor for Student Activities in the Office of Student Development Programs.

1. Programs on USI grounds involving amplification will begin no earlier than 3 p.m. on Fridays and no earlier than 10 a.m. on Saturdays and Sundays. All events must conclude by midnight of the same day in which they begin.
 2. Only one program involving amplification (voice, music, etc.) may be scheduled on USI grounds during any one-weekend period unless approved by the Office of Student Development Programs. Friday is considered a weekend event.
 3. Events involving the use of amplification must add a standard clause on all contracts, which will give the sponsoring organization the right to request the artist/provider to reduce the volume output. All contracts must be approved by the Office of Student Development Programs. All technical riders must be approved by the Office of Scheduling Services.
 4. The student organization scheduling the program is accountable for the performance and volume output of the participating artists and/or individuals. If requested by an appropriate University official, the responsible student organization designee will be expected to reduce the volume output. Failure to do so may result in immediate termination of the scheduled event and subsequent use of USI grounds by the sponsoring organization and artists involved.
 5. Outdoor events will require security. This cost will be the responsibility of the sponsoring organization. USI Security will determine such security requirements in conjunction with Student Development Programs and Scheduling Services.
 6. Arrangements for set-ups (including but not limited to staging, electrical needs, tables, chairs, portable restrooms), tear-downs, cleaning, and damage repairs are at the expense of the sponsoring organization. Physical Plant in conjunction with Office of Student Development Programs and Scheduling may estimate the associated costs.
 7. Any event that is a fundraiser and/or will be providing/selling food or items must abide by the USI Fundraising Policy for Student Organizations and/or any Board of Health requirements/policies.
 8. All proposals for outdoor events must have a contingency plan in the event of bad weather or other unforeseen circumstances.
 9. Event must be approved before publicity for the event is distributed.
 10. University of Southern Indiana and the Office of Student Development Programs are not responsible for charges incurred by sponsoring organization (including but not limited to Physical Plant charges, off campus vendors, food service, or contracted obligations).
- c. Approval Subject to Review: At all times, any reservation approval is conditioned upon full compliance with all University policies and all reservation requirements. The University reserves the right to disapprove the request of any entity that fails to comply with University policies or federal, state, or local laws, or which has damaged University facilities at any time.
- d. Fundraisers: Fundraisers sponsored by registered student organizations must be approved by the Office of Scheduling Services no later than two weeks before the event is to take place. The fundraising form is available in the Office of Scheduling Services. All funds must be deposited in the student organization account.
5. Additional Facility Use Policies
- a. Alteration of University Property: Alteration or physical modification of property owned or leased by the University is not permitted. To prevent damage to University infrastructure, Physical Plant must approve the erection of tents or any temporary structures.
 - b. Decorations: The organizer must have decorations approved and/or facilities inspected for safety in advance by Physical Plant or the facility official.
 - c. Property Damage: Any group or individual that causes damage to University property must pay any charges necessary to return the property to its original state; University employees, students or organizations also may be subject to disciplinary action.
 - d. Organizer Arrangements: The organizer shall be responsible for addressing issues such as special power requirements, access to restrooms, adequate waste receptacles, and inclement weather sites. Many campus buildings are closed after hours and on weekend/holidays; therefore, power and restrooms are not readily available. If waste receptacles are overflowing after an event, the requestor/sponsoring group will be charged the additional cleanup costs incurred by the department that operates the facility/outdoor space. The organizer shall be solely responsible for any and all costs arising from or relating to any event and by requesting to use University facilities agrees to pay all such charges.
 - e. Publicity, handouts, etc.: All publicity, handouts, printed materials, etc. are governed by University policies and procedures.
 - f. Information Tables: Requests to use information/ display tables on campus will be honored for student organizations and University departments. The Office of Scheduling Services will make all arrangements.
 1. All table activities must carry the identification of the sponsoring organization.
 2. A representative of the sponsoring organization must be present at the table at all times.
 3. Promotions may take the form of ticket sales, collection of funds, distribution of literature, etc.
 4. Tables must be kept neat and orderly. Materials must be removed at the end of each day.

5. All table activities are limited to the confines of the table. Traffic flow through the hallways cannot be restricted. Information table activities cannot interfere with the rights of others operating other information tables.
 6. Loud and boisterous activity will not be allowed.
 7. Fundraising activities must be approved prior to reserving an information table. The Office of Scheduling Services in accordance with University regulations must approve fundraising activities in any form.
 8. Non-University related groups may reserve information/display table space if:
 - a. The use of the booth would result in a service to the University community that is needed and is of measurable benefit, i.e., telephone service, etc.
 - b. The use of information/display table space is a recruitment of students and sponsored through the Career Services and Placement Center, the U.S. Armed Forces recruiting teams, or other government agencies sponsored by the Career Services and Placement Center.
 - c. They are sponsored by a registered student organization or University department.
- g. USI Outdoor Grill Policy
1. Students, recognized student organizations and University departments are allowed to hold grilling activities in designated approved areas on campus. Responsible parties are required to follow all policies and safety guidelines associated to grilling on University property.
 2. Off campus organizations that have reserved space through Scheduling Services may be allowed to hold grilling activities in designated approved areas on campus and are required to follow all policies and safety guidelines associated to grilling on University property. All off campus organizations must provide a certificate of insurance as required by Scheduling Services in order to grill on University property.
 3. Personal grills, leased commercial grills, smokers and turkey fryers are not permitted on University property. Commercial grade grills (charcoal or gas) will only be allowed on University property from off campus if the event qualifies for the following policy exemption:
 - a. An off campus preapproved grill will be permitted on campus if Sodexo/USI Food Services is unable to meet the needs of a scheduled event being held on University property or if the sponsoring group has received special exemption from the Office of Risk Management & Safety. In order to qualify for exception to this policy, you must obtain a commercial grade grill and make arrangements to have the grill inspected and approved by the Office of Risk Management & Safety 10 days before the event. The exemption policy only applies to grills; smokers and turkey fryers are not exempt from the policy.
 - b. University departments and organizations that qualify for the above exemption can safely transport no more than 60lbs per unit of liquid propane onto University property.
 4. Portable grills are available for rent for events through Sodexo/USI Food Services. Call 812-465-1652 to reserve a grill. Grills can be used at approved locations on University property. Contact Scheduling Services (812-465-7037) to obtain a list of approved locations.
 5. All grilling operations shall be operated in a safe manner. Grills can only be used on a firm, flat, stable surface away from trees, shrubs and other landscaping.
 6. All portable grills must be kept at least 30 feet away from any buildings or structures, including balconies and terraces, and not used beneath any structure equipped with an overhang.
 7. All portable grills must be kept at least 30 feet away from any vehicles, equipment and materials. Grilling is not permitted in areas where vehicular traffic is allowed unless approved by the Office of Risk Management & Safety and USI Security.
 8. All portable grills must be kept at least 100 feet away from any building fresh air vents.
 9. The University department, organization or off campus group reserving the grill site is responsible for safety during the grilling event and must ensure the grill(s) are supervised at all times when in use. Any damage to the surrounding environment is strictly prohibited. If damage to the area occurs, the sponsoring University department, organization or off campus group may be charged for damages.
 10. A fire extinguisher is required at every event using a gas grill. (Fire extinguishers are furnished on all Sodexo/USI Food Services grills.) Fire extinguishers must be serviceable, fully charged, and inspected or “tagged” by an authorized fire equipment distributor within the past year. Fire extinguishers cannot be taken from any University building or structure and used to meet the requirements for grilling operations. Separate extinguishers must be obtained for this purpose. If the fire extinguisher is used, USI Security must be notified and a report of incident filed.
 11. Public permanent in-ground charcoal grills are provided throughout campus for use by University students and organizations.
 12. Users of charcoal grills on campus must adhere to the following:
 - a. Only Matchlight brand charcoal may be used with the public grills. Charcoal shall be provided by the user.
 - b. The use of any fire accelerant is prohibited. (Examples; gasoline, kerosene, and lighting fluid).
 - c. A bucket of water near the grill is required.

- d. The organizer is responsible for ensuring that any burning charcoal is completely extinguished with water after the grilling is complete and that the site is left as clean as it was found.
 - e. Embers and ash from the grills must be disposed of in an approved metal container labeled for charcoal disposal located near the permanent grills.
 - f. Paper trash must be removed from the grill area and disposed of in appropriate trash receptacles; paper or trash of any type is not to be placed in the coal disposal container.
 - g. All users must leave grills in a generally clean condition. Cleaning fees may be imposed on anyone leaving grills in a soiled condition.
6. Sound Regulations on Campus and Respect for Others
 - a. Noise Disturbances to be Avoided: University entities and non-University entities must respect others' rights by not creating noise disturbances on the campus or around residences. The sound regulations apply to outdoor campus events that may potentially cause noise disturbances regardless of whether or not amplified sound is used (e.g., outdoor music performances).
 - b. End of Semester Policy: Outdoor events which could create noise disturbances on campus will not be approved after the last day of classes through the end of finals each fall and spring semester.
 - c. Notification to Others: Event organizers are responsible for notifying parties potentially affected by their event sound levels or activities.
7. Procedures for Use of Facilities By Student Organizations
 - a. Any registered student organization may use University facilities for open or closed events, meetings, or performances subject to University policies regarding use of University facilities and outdoor space. Student organization sponsored events will be cancelled if the University closes. Generally, student organization-sponsored events will be cancelled if all classes are cancelled unless approval is granted.
 - b. Publicity and communications concerning any meeting shall clearly identify the sponsoring organization and shall carefully avoid any stated or implied approval, support, or endorsement by the University. In all open meetings at which an off-campus speaker will speak, a reasonable period shall be reserved for questions from the audience.
 - c. An invitation to a speaker does not necessarily imply approval or disapproval of the speaker or his or her views by either the University or the student organization. In case a request for the use of a University facility by a registered student organization cannot be granted, it is the responsibility of the University officer to whom the request was made to notify promptly in writing the organization making the request stating the reasons for the denial.
 - d. The University administration and advisor may inform an organization concerning its views on any proposed off-campus speaker or performer, but will leave the final decision to the organization.
 - e. Speakers may be invited to campus to discuss political issues. Registered student organizations may solicit memberships and dues at meetings. However, political party membership may not be supported or opposed, money may not be raised for projects not directly connected with a University activity, and private business may not be conducted in University facilities.
8. Service Charges
 - a. Any special services provided by the Physical Plant or other departments will result in appropriate charges to the using groups. Student organizations may be required to have a minimum amount of dollars on deposit within their University agency account or pre-pay a portion of University charges upon approval of events.
 - b. Ordinary maintenance requirements—(i.e., scheduled refinishing of floors, painting, etc.)—will be assumed by the University even though this schedule may be advanced due to the extra use of such facilities.
 - c. Scheduling should take place sufficiently in advance of the using date to permit necessary adjustments and arrangements. Two weeks is the normal time required for activities requiring special services. It is expected that major events will be scheduled as far in advance of the activity date as possible.
9. Use of University Center facilities
 - a. Room Reservation: Requests to use meeting rooms in the University Center will be honored for officially registered student organizations, University departments, non-University official guests, and official guests of the University (as approved by the Office of Scheduling Services). The reservations should be made at least 24 hours prior to the event. Larger events must be scheduled at least two weeks in advance. University scheduled classes for credit may not be held in the University Center.
 - b. Groups reserving rooms in the University Center are granted exclusive use of such rooms for the time period reserved.
 - c. Non-University Entities: Non-University entities may request to reserve space in the University Center, subject to the approval of the vice president for Government and University Relations or designee and all applicable University policies.
 - d. University Center Display Cases Registered student organizations and University offices may reserve designated display cases in the University Center for promoting their organization and/or events with the Office of Scheduling Services.
 1. Generally, one display case may be reserved at a time, for up to a two-week period; no more than three times each semester (fall and spring). The reservations cannot be continuous in nature.
 2. Display cases may be reserved up to one year in advance. After the end of the fourth week of each semester, organizations and departments may have the opportunity to reserve additional displays on a first-come, first-served basis.

3. Display cases must be cleaned out by Saturday of the reservation period before the University Center closes. Individual must present a valid University ID to check out display case key.
 4. The University Center will not be responsible for the safekeeping of any materials in the display case and will empty the case if items are not removed in the time allowed.
 5. Requesters not complying with these rules will lose the privilege of reserving display cases for the rest of the year. Any other display cases they have reserved will be released at that time.
10. Temporary Food Stands Temporary food stands are permitted for three consecutive days, no more than twice a semester. All Vanderburgh/Indiana State Health Requirements must be followed. A copy of the health code is available in the Office of Scheduling Services.

C.10 Information Materials, Publicity/News Releases, and Advertising

1. Campus Posting Policies
 - a. Posting on campus is restricted to University campus groups, organizations, University departments, students, faculty, and staff. Space is not available for commercial advertising by non-University firms or organizations unless a request is received in writing and permission is granted in writing by the Office of the Dean of Students.
 - b. All posting is limited to those activities open to the student body; events that bear some direct relationship to the educational purpose of the University and/or that provide an exceptional or beneficial service to students, faculty, and staff not normally available; and information about a student organization or University department, including educational material related to their purpose or function.
 - c. All posting must have the name of the sponsoring group or organization and follow the posting policies and procedures. If the posting is not in English, an English-language translation must be included with the posting.
 - d. The posting policy applies to all forms of posting. Additional policies may apply to specific forms or areas. No posting of flyers or literature on car windows, light poles, sidewalks, building doorways, trash cans, or unapproved locations. Violations to the campus posting policy should be reported to the Office of the Dean of Students.
2. Posting Guidelines and Procedures
 - a. Bulletin Boards
 1. All flyers and posters may be placed on bulletin boards and must meet the guidelines stated in the first paragraph of this policy. They are not to exceed 22" X 30" and must be secured by using pushpins or thumbtacks on bulletin boards. Bulletin boards and posting areas are defined for use as follows:
 2. Bulletin boards identified as "designated" or "General University Posting Areas" are available for posting to the following: University campus groups, organizations, University departments, students, faculty, staff, and approved non-University firms or organizations. To obtain a current listing of all designated or "General University Posting Areas," contact the student scheduler.
 3. Bulletin boards identified as "restricted" are under the jurisdiction of a school, department, or administrative office and are restricted to their use only. University campus groups, organizations, and University departments may request permission to use these bulletin boards by the appropriate school, department, or administrative official.
 4. Groups or individuals using designated bulletin boards may bring 15 copies to the Office of Scheduling Services (UC 208) to be posted by a member of the Scheduling staff.
 5. An open posting area is available for posting by anyone, without permission. The open posting area is located on the northwest corner of the Orr Center.
 - b. Banners

Banners may be hung by registered student organizations and University departments on the UC in designated locations. Banner space on the University Center is available on a first-come, first-served basis with the student scheduler, but can be scheduled in advance to secure space. All banners must meet the following guidelines: no larger than a twin-sized sheet, cannot contain wood or metal, and utilizes approved weights (anchors), such as balloons filled with sand (available free of charge in the Office of Scheduling Services). Anchors must hold the banner straight but must not present a risk to people or property. Banners not picked up within five working days will be thrown away.
 - c. Staked Signs/A-Frames

Staked signs and A-Frames may be utilized by registered student organizations and University departments. Staked signs, maximum size of 18" x 24", and A-frames are allowed in specified lawn areas along the sidewalks and roadways as long as they do not block or overhang onto a walkway, driveway, or street. Staked signs and A-frames are not permitted in landscaped areas (see Student Development Programs web site for map). Only directional signs for campus events may be posted in the boulevard median with approval from Scheduling Services. Permanent signs are not permitted on University premises. Within 72 hours of the completion of the event, all signs must be removed or it will result in Physical Plant charges.
 - d. Table Tents

Table tents may be utilized by registered student organizations and University departments. To place table tents, permission must be obtained through the student scheduler.

- e. Chalking
Chalking may be utilized by registered student organizations and University departments and is allowed on outdoor concrete (non-brick) sidewalk areas that are exposed to the weather and can be easily washed away by rain. Physical Plant charges for cleanup in areas not exposed to rain may be incurred. Use only brands of chalk identified as sidewalk chalk on the label. Designs with lewd content, hateful or derogatory messages or symbols or designs that can be changed into lewd content are not permitted. All chalking must meet the campus posting policy. Counter-chalking is not allowed. Counter-chalking is defined as chalking that occurs either directly on original chalking or in proximity to original chalking and represents an opposing viewpoint.
- f. Windows
Select University Center windows can be painted to promote events on campus by registered student organizations and University departments. Contact the student scheduler to reserve any of these windows. Events advertised must be open to all USI students. Windows can only be painted with washable paint and the organization or department is responsible for cleaning any ground spills and window cleaning on the final day of the reservation. Failure to clean the window or ground spills will result in Physical Plant charges.
- g. Handbills/flyers
Registered student organizations, University departments, and approved non-University firms and organizations may distribute literature/ handbills on campus if in compliance with the campus posting policy, in addition to the following:
 - 1. individuals distributing do not hawk, shout, or accost individuals;
 - 2. the distribution may not obstruct pedestrian or vehicular traffic;
 - 3. literature or handbills discarded on the ground in the general area of distribution are to be picked up by sponsoring group;
 - 4. the distribution of material is not in an area reserved by another organization nor does it impede another scheduled activity or event.
 - 5. the distribution of material must be outside and will not be allowed inside University buildings.

C.11 License Program Policy

The University of Southern Indiana seeks to manage the use of its logo and image and to benefit financially from the marketing of that image. To that end, a licensing program has been developed which establishes a framework for consistently applying the license policy to activities associated with the licensing of the University name and emblem.

1. Vendor Approval Process
 - a. All manufacturers of clothing and promotional items which use the logo, the image, or the words University of Southern Indiana are expected to comply with the policy. Upon receipt of a vendor's application and an application fee, the Bookstore manager or their designee will review the application and respond to the vendor.
 - b. Vendors will be required to submit quarterly production reports and royalty payments to the University. Vendors will submit drawings of proposed licensed materials for approval prior to production.
2. Exceptions
 - a. Exceptions to the fee are made for University uniforms for employees and athletic teams. This would include practice uniforms and other outfits required for travel or sport participation.
 - b. Additionally, University letterhead, envelopes, and invitations used by University departments are not subject to licensing.
3. Operational Responsibility
 - a. The Bookstore manager or their designee is charged with operational responsibility of the licensing program, including processing of license applications, identification of license infringement, communication to licensed and non-licensed vendors, and coordination of internal reporting.
 - b. Internally, all purchases of named or emblematic material must be approved and purchased from licensed vendors. University purchasing standards will apply to such purchases.
 - c. Vendors wishing to use named and emblematic material must use camera-ready art available in the Bookstore Office. Any modification of logo or type style on the logo would be rare and must be approved in advance by the vice president for Government and University Relations.
4. Rebate Program
University departments which use licensed materials directly benefiting the University may request, from the director of the Business Office, a rebate of licensing fees. Items which are purchased for resale or other commercial benefit are not eligible for the rebate, nor are any items purchased by student organizations, student clubs, or University-related support groups. Departments which share in the licensing revenue distribution (currently the Athletics department and student affairs programs) also are not eligible for the rebate program.

C.12 Student Conference Guidelines

1. Every student attending a conference on behalf of a registered student organization is acting as a representative of the University of Southern Indiana. To that end, courtesy and respect for others must be demonstrated at a conference.

Mature, professional conduct is expected of every student. The University of Southern Indiana recommends that the student organization advisor or staff attend the conference to provide guidance and support to student delegates.

2. The following guidelines have been established, and all students traveling on behalf of the University are expected to adhere to these guidelines:
 - a. Students are responsible for their behavior and will be held accountable while traveling on behalf of the University.
 - b. University of Southern Indiana does not condone underage consumption of alcohol at University sponsored/supported/affiliated functions. Representatives of the University of Southern Indiana are expected to abide by the laws of the state which they are in.
 - c. Use of controlled substances is strictly prohibited under any circumstances.
 - d. Respect should be shown at all times for others and all non-personal property.
 - e. If an advisor or student leader feels any student has not adhered to these guidelines and has behaved in a manner which is unprofessional, illegal, or irresponsible, that student could face conduct charges upon return to campus.

C.13 Student Travel Procedures

Completion of a Travel Authorization shall be required for all registered student organization trips using University vehicles and/or receiving University funding. This document should be forwarded to the Office of Dean of Students for approval.

Vehicle reservations shall be the responsibility of the trip coordinator. Meal allowances for students traveling as a representative of the University shall not exceed current University per diem rates. Check with the USI Travel Office for current rates.

When faculty and/or staff are traveling with students, they are prohibited from sharing a room with a student.

Student Rights and Responsibilities 8/26/04

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Revised 8/1/10

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