



**University of
Southern Indiana**

University of Southern Indiana 2014-15 Graduate Bulletin



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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

Looking for a Schedule of Classes?

Starting with the Fall 2014 Semester, we are publishing our semester schedules of classes on this site. Please select the desired semester class schedule from the drop-down menu in the top right corner of the screen

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
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 Graduate Studies
8600 University Boulevard
Evansville, Indiana 47712-3597
Telephone: 812/465-7015
Office hours: 8 a.m. to 4:30 p.m. Monday—Friday
You can also visit us at www.usi.edu

Published by University of Southern Indiana

Academic Calendar

2014–2015 Calendar

Fall Semester – 2014

August 19, Tuesday

August 20 and 22, Wednesday and Friday

August 25, Monday

August 25–29, Monday–Friday

August 29, Friday

September 1, Monday

September 2–5, Tuesday–Friday

September 5, Friday

September 12, Friday

September 19, Friday

September 30, Tuesday

October 1, Wednesday

October 13–14, Monday–Tuesday

October 24, Friday

November 3–14, Monday–Friday

November 26, Wednesday

November 27–30, Thursday–Sunday

December 10, Wednesday

December 10, Wednesday

December 11–17, Thursday–Wednesday

December 13, Saturday

December 17, Wednesday

Spring Semester – 2015

August 25–December 17, 2014

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

End 25% Refund Period

Fall Assessment Day, No Classes

Spring or Summer 2015 Formal
Application for Graduation deadline

Fall Break, No Classes

Last Day to Drop/Withdraw Without Evaluation

Priority Registration for Spring and Summer 2015

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 12–May 6, 2015

January 7, Wednesday	University Meetings
January 8–9, Thursday–Friday	Registration
January 12, Monday	Classes Begin
January 12–16, Monday–Friday	Schedule Revision Period
January 16, Friday	End 100% Refund Period and Late Registration
January 19, Monday	Martin Luther King Day, No Classes
January 19–23, Monday–Friday	Pass/No Pass Option Period
January 23, Friday	End 75% Refund Period
January 30, Friday	End 50% Refund Period
February 6, Friday	End 25% Refund Period
March 1, Sunday	Fall 2015 Formal Application for Graduation deadline
March 9–14, Monday–Saturday	Spring Recess, No Classes
March 20, Friday	Last Day to Drop/Withdraw Without Evaluation
March 26, Thursday	Spring Assessment Day, No Classes
April 3, Friday	No Classes, University Closed
April 6–17, Monday–Friday	Priority Registration for Fall 2015
April 29, Wednesday	No Classes, study day
April 29, Wednesday	Schedule Revisions/Withdrawals End
April 30–May 6, Thursday–Wednesday	Final Exams
May 1–2, Friday–Saturday	Spring Commencement weekend
May 6, Wednesday	Spring Semester Ends

First Summer Session – 2015

May 12, Tuesday
May 13, Wednesday
May 13–14, Wednesday–Thursday*
May 13–15, Wednesday–Friday
May 15, Thursday*
May 18, Monday*
May 20, Wednesday*

May 13–June 12, 2015

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

May 22, Friday*	End 25% Refund Period
May 25, Monday	Memorial Day/No Classes/University Closed
June 2, Tuesday*	Last Day to Drop/Withdraw Without Evaluation
June 12, Friday	First Summer session ends

Second Summer Session – 2015

June 12, Friday
June 15, Monday
June 15–16, Monday–Tuesday*
June 15–17, Monday–Wednesday
June 16, Tuesday*
June 18, Thursday*
June 22, Monday*
June 24, Wednesday*
July 2, Thursday*
July 3, Friday
July 17, Friday

June 15–July 17, 2015

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
Independence Day/No Classes/University Closed
Second Summer session ends

Third Summer Session – 2015

July 17, Friday
July 20, Monday
July 20–21, Monday–Tuesday*
July 20–22, Monday–Wednesday
July 21, Tuesday*
July 22, Wednesday*
July 23, Thursday*
July 24, Friday*
August 4, Tuesday*
August 14, Friday*

July 20–August 14, 2015

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.**

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**, which opened 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**, houses the Romain 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, Information 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.

Office of Graduate Studies

www.usi.edu/graduatestudies; 812/465-7015

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 Adult Gerontology Acute Care Nurse Practitioner Industrial Management

	Adult Gerontology Clinical Nurse Specialist	Elementary Education
	Family Nurse Practitioner	
Liberal Arts		
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

Graduate Admission Requirements and Procedures

All requests concerning admission to graduate study should be addressed to the following office:

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 are online on the Graduate Studies website. 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 Graduate Studies office.

- 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 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 of Graduate Program Directors and Chairs.

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 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 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 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.

Residence, Transfer, and Extension Credit

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 limits noted above, each graduate program determines the number of transfer hours acceptable. 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.

Non-degree 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. The Registrar from each college or university should send transcripts directly to:

Graduate Studies

University of Southern Indiana

8600 University Boulevard

Evansville, IN 47712-3596

The Graduate Studies office must receive the official transcripts in order to be admitted to the university.

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. The Registrar from each college or university should send transcripts directly to:

Graduate Studies

University of Southern Indiana

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 of Southern Indiana Seniors

A senior student at USI with an overall GPA of 3.0 or higher who is enrolled in his/her last semester of their undergraduate program may be granted conditional admission to enroll in a limited number of graduate level credit hours.

Residence Classification for Fee Purposes

In-state residence requires a bona fide permanent domicile in excess of 12 months. Holders of degrees from USI 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. 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

Graduate 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. Direct loans and many private loans require at least half-time enrollment.

A separate Direct 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 Student Financial Assistance counselor 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 Direct 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

Statement of Purpose

Students who apply for federal and state financial assistance (including student and/or parent loans) are required by federal regulations to make satisfactory progress toward the completion of their degree or certificate program. Failure to meet the minimum standards outlined in this policy will result in a loss of financial aid eligibility.

Minimum Requirements

Cumulative Grade Point Average

Cumulative grade point average is calculated by the Registrar's Office 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 must meet the following GPA requirements for the degree level at which they are classified:

Undergraduate Student Requirements:

Overall Attempted Hours	Required USI cumulative GPA
1-59	1.800
60+	2.000

Graduate Student Requirements:

Required USI Cumulative GPA	3.000
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Note: students who are academically dismissed are ineligible for financial assistance

Successful Completion Rate

Completion rate reflects the pace at which students must progress to ensure they are able to complete their degree/certificate program within the maximum timeframe allowed. It 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. All students must earn at least 67% of all hours attempted. This cumulative calculation includes all hours that a student is enrolled in at the end of the 100% refund period (census date). Hours added after census date 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: 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/Certificate

The maximum timeframe for a student to complete their degree/certificate and receive federal aid cannot exceed 150% of the published length of their academic program. Note: Indiana State grant programs are an exception to the 150% 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.**

Maximum timeframe limits for graduate students are listed below. If your program is not listed, calculate the limit by taking 150% of the published length of your program. Students pursuing subsequent graduate degrees are limited to 120 attempted hours including hours attempted for prior graduate studies.

45 Attempted Hours

MBA-Business Administration

MSA-Accounting

54 Attempted Hours

MAC-Communications

MPA-Public Administration

63 Attempted Hours

AGACNP-Adult Gerontology Acute Care Nurse Practitioner

Adult Gerontology Clinical Nurse Specialist

FNP-Family Nurse Practitioner

48 Attempted Hours 70 Attempted Hours

MSWA-Social Work OTR/OTS-Occupational Therapy

DNP-Doctor of Nursing

PMHNP-Psychiatric Mental Health Nurse Practitioner

49 Attempted Hours	58 Attempted Hours	91 Attempted Hours
IM-Industrial Management	MHA-Health Administration	MSWT-Social Work
MALS-Liberal Studies	NML-Nursing Management and Leadership	
MSE-Education	NED-Nursing Education	

Additional Information You Need To Know

Incompletes Grades

At the time of evaluation, incompletes (grade/s of "IN") do not influence a student's cumulative GPA, but do count as credit hours attempted for both Completion Rate and Maximum Timeframe calculations. Incomplete grades do not count as earned. Students are responsible for notifying the Student Financial Assistance Office of any grade changes, including the receipt of a grade for a previous incomplete grade.

Repeated Coursework

Students are allowed to repeat a previously passed course and have it count toward their enrollment status for financial aid eligibility only once. There is no limit on the number of times a student may retake a course that has not been successfully completed, however, regardless of whether the student received financial aid or not, all occurrences of a repeated course must be counted as attempted credits for completion rate and maximum timeframe calculations.

Enrollment in Degree or Certificate Program

Financial aid recipients may only receive financial aid 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. Please note that while students may choose to work towards two degrees, only one degree will be considered in the maximum attempted hour's component. Students may choose to change majors before completing the original degree, it will not change the formula for calculating compliance. Compliance with this policy will be checked at the end of the fall, spring and summer semesters.

Note: Graduate students enrolled in prerequisite undergraduate courses may qualify for financial aid at the senior class, undergraduate level Direct loan limit for a maximum of 12 months. Undergraduate courses must be approved by the student's graduate advisor and a copy of the approval be submitted to the Student Financial Assistance Office.

Evaluation and Notification of Eligibility

Satisfactory progress is evaluated at the end of each fall and spring term and at the end of the combined summer period. Students who do not meet the above standards will be placed on financial aid warning status for one term. Failure to be in compliance with this policy by the end of the warning term will result in financial aid suspension. Students' eligibility status is posted on their myUSI accounts and those with a warning or suspension/terminated status are sent a letter notifying them of their status.

Regaining Financial Aid Eligibility

Students may make up a deficiency in earned hours and/or GPA at their own expense. Transfer coursework accepted into a student's USI programs can be used to make up completion rate deficits; however, cumulative GPA deficits can only be made up by taking USI coursework. 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 (see the next section for deadlines for appealing).

Appealing the Loss of Financial Aid Eligibility

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. The appeal is to be submitted to the Student Financial Assistance Office, Attn: Appeals Committee, 8600 University Blvd, Evansville, IN 47712 and must include the appeal form (available at www.usi.edu/finaid/sfaforms.asp), a typewritten letter explaining the circumstances that prevented the student from meeting SAP requirements and all documentation supporting the claims in the letter. The appeal must address the following: 1) what the problem was; 2) when did the problem occur; 3) how long did the problem last; 4) how did this affect his/her ability to complete coursework and; 5) the steps taken to ensure your academic plan is successful and will meet minimum standards at the next evaluation. All appeals must be submitted before sixty percent (60%) of the term has elapsed. For fall and spring terms the end of the ninth week marks the 60% point of the semester. Appeals received after the 60% point will be evaluated for the following term of enrollment. Appeals will NOT be considered for a term that has already ended. Students will receive a written response to their appeal within 45 days. If your appeal is approved, you may be placed on financial aid probation. During your probation period, you are eligible to receive financial aid provided you meet the terms of the academic plan during your probationary period. If your appeal is not approved, 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.

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 Direct loans, subsidized Direct loans, Federal PLUS loans, Federal Pell Grants, and Federal Supplemental Educational Opportunity Grants (FSEOG).

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 of 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

- Title IV federal aid is earned in a prorated manner on a **per diem** basis based on the semester calendar up to the 60% point in the semester or summer as a whole. Title IV federal aid is viewed as 100% earned after that point in time.
- 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 may or may not be prorated based on the date of withdrawal. See the Residence Life contract for more detailed information regarding refunds. See USI Dining Services regarding information on Meal plan refunds. Notes: Residence Life may assess penalties and damage charges that could reduce the amount of the refund.
- 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.
- 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, Federal 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. 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 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, please 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.

General Eligibility Requirements for Federal Student Aid

To receive Federal Work Study and Direct 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)

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. A Federal Work Study resume is also required. Paper resumes are available in the Office of Student Financial Assistance or may also be found at www.usi.edu/finaid/sfaforms.asp. Preferred filing deadlines should be observed to ensure consideration of the student for these limited funds.

Direct (Student) Loan (unsubsidized interest)

Direct Loans are low-interest loans for students to help pay for the cost of a student's education. The lender is the U.S. Department of Education (the Department), though most of the contact will be with your loan servicer. 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.

Students may apply for a loan by completing the Free Application for Federal Student Aid (FAFSA) and accepting the loan on myUSI. The Free Application for Federal Student Aid (FAFSA) is required each year and recipients must maintain satisfactory academic progress.

Direct Graduate PLUS Loan (unsubsidized interest)

Direct Graduate PLUS Loans are low-interest loans for graduate students to help pay for the cost of a student's education. The lender is the U.S. Department of Education (the Department), though most of the contact will be with your loan servicer. It is recommended that students apply for the Direct Loan first. Since the Direct Loan provides up to \$20,500 per year, most students will cover their cost of attendance with the Direct Loan and not be eligible for the Direct Graduate PLUS Loan. USI Direct Graduate PLUS Loan Request Forms are available from the USI Student Financial Assistance Office.

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 Veteran and Public Safety Officer Supplemental Grant Program

The CVO Program provides tuition and fee assistance at public colleges for eligible children (and spouses, if applicable) of disabled Indiana veterans, certain members of the Indiana National Guard killed while on active duty, certain Indiana public safety officers killed in the line of duty. As a supplement to other state financial aid, the grant pays 100% of tuition and regularly assessed fees at the undergraduate rate; it does not cover other fees such as room and board. Applications and complete program requirements are available online at www.in.gov/sfa/2338.htm. The application and supporting documentation must be certified by the Indiana Department of Veterans Affairs in Indianapolis. The FAFSA is required each year.

- Children of Veteran – covers eligible children of veterans who are Purple Heart Recipients, wounded, deceased, disabled.
- Soldiers' and Sailors' Children's Home - covers students who are former students and/or graduates of Morton Memorial High School or who are former residents of the Indiana Soldiers' and Sailors' Children's Home (ISSCH)
- Children and Spouse of Indiana National Guard Member - covers students who are the child or spouse of a member of the Indiana National Guard who suffered a service connected death while serving on state active duty
- Children and Spouse of Public Safety Officer - covers eligible children and spouses of certain Indiana public safety officers (PSO) killed in the line of duty or permanently disabled state troopers
- Indiana Purple Heart Recipient Veteran

Graduate Assistantship

Students admitted to a graduate program and enrolled in a minimum of six 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 of Southern Indiana'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)

In-state graduate students pay a total of \$324.84 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

Non-resident graduate students pay a non-resident fee of \$640.46 per credit hour.

Special Fees

Application Fee. Students submitting an application for Graduate 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 2013-14 academic year. The Board of Trustees sets fee rates annually, inflationary increases are expected for 2014-16 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 2014-2015 academic year.

Graduate 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.

Regulations

The University of Southern Indiana (USI) 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 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 USI 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.

General Requirements

A graduate degree is awarded to a student upon completing an approved graduate curriculum with a specified minimum number of credit hours of graduate credit, and conforming to all rules and regulations 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.

Course Numbers

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.

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.

Students may request an Enrollment Verification by:

- submitting an online enrollment verification request (username and password required) located on myUSI website
- printing a request form (PDF format) located at www.usi.edu/registrar. The completed request form (including student signature) may be mailed or faxed to the Registrar's office
- visiting the Registrar's office 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.

Transcripts (Academic)

Academic records are maintained by the Office of the Registrar. A transcript is a complete record of a student's academic work at the University of Southern Indiana.

How to view an unofficial transcript

Students may view their unofficial transcript online via myUSI.

An official 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

Both paper and electronic transcripts can be ordered anytime by current or former students. Refer to the Electronic Transcripts page for more information about this option.

Students request an official academic transcript online:

- If you have access to your myUSI account, you will be able to order your official transcript by logging in to myUSI. After selecting the Self Service icon from the dashboard, click Student, then Student Records. Choosing "Request Official Transcript" will take you to the USI Transcript Ordering Portal. Any student that enters the transcript ordering site through their myUSI account will be able to order transcripts immediately. Transcript requests can typically be processed within one business day of the completed order. Your unofficial transcript is available through myUSI under Student Records.
- If you do not have access to your myUSI account, you will need to create an account on the USI Transcript Ordering Portal to obtain an official transcript. The initial process of creating an account on that system could take up to two business days, as the Office of the Registrar will need to validate your account information with our official records. Once your account is established, transcript requests can typically be processed within one business day of the completed order. To reactivate your myUSI account and view your unofficial transcript, contact the USI IT Help Desk at 812/465-1080.

Once you have reached the USI Transcript Ordering Portal, the site will walk you through placing your order, including delivery options and fees. Please carefully follow all instructions. It is the responsibility of the requestor to supply a correct mailing address; refunds will not be issued due to an incorrect address. Status updates of your order will be emailed to the email account you list on your order.

Transcript fees are approved by the University. Current fees for a transcript are:

Certified Electronic PDF official transcript (e-transcript)	\$8.00
Official paper transcript to be mailed (USPS) or picked up	\$10.00
Official paper transcript to be expedited (UPS next day)	\$40.00

Online payment will be accepted from the following credit/debit card accounts: Visa, MasterCard, Discover, American Express, Diners Club, or JCB. If you are unable to pay by one of these methods, please contact the Registrar's office for assistance.

Notes:

- An official transcript will not be released if a student has an unmet financial obligation to the University. An official transcript will also be withheld for Stafford Loan recipients who have failed to complete an exit counseling session with the Office of Student Financial Assistance.

- Requesting that a transcript be sent to another institution does not automatically indicate that the student wishes to be withdrawn from the current term or any upcoming term(s) for which the student has pre-registered. Any student wishing to withdraw must officially initiate withdrawal procedures.
- The University can release only official USI transcripts. Transcripts from other universities or high schools attended must be requested directly from those institutions.

If you have any questions about transcript services provided by the University of Southern Indiana, please visit www.usi.edu/reg or contact the Registrar's office at 812/464-1763 or 800/ 467-1965 (#3).

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.

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.

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.

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 Registrar's office.

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.

Class 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.

General Student Policies

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

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 on the USI Bulletin website. Select the desired class schedule (upper-right corner of the page) from the drop-down list of available publications.

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.

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/registrar 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/registrar 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/registrar. 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/registrar 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/registrar. 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/registrar 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.

Grading System

The following grading standards apply to graduate work.

GradeType 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.

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.

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.

Petition Procedures

Students wishing to request an exception to any of the policies of Graduate Studies should contact that office for information about petition procedures.

Academic Advisement

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.

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.

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.

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.

Enrollment Status for Financial Aid

See the section on Graduate Financial Assistance for enrollment minimums for eligibility for assistance.

Graduation

Candidates for graduation must file with the Registrar's office 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/registrar/graduation/diploma-form. 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.

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.

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:

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.

Course Repeat Policy

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.

Readmission Procedures

A graduate student once enrolled at the university, who for any reason does not re-enroll for two or more consecutive fall/spring semesters, must re-apply to the university and to their graduate program prior to returning for the next semester.

Standards of Progress

Progress toward 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 of Program Directors and Chairs will determine appeals of those decisions in such matters.

- **Retention and Progression:**

The degree requirements of certain programs may exceed those of Graduate Studies. Graduate students must maintain a minimum grade of B or better in all graduate courses and a cumulative graduate program grade point average (GPGPA)* of 3.0 to remain in *good standing* and progress in the graduate program.

- **Academic Probation and Dismissal Policy:**

Graduate students who fail to meet the preceding minimum standards will be 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 academic probation for up to 6 credit hours of graduate coursework. Failure to raise the GPA following completion of 6 credit hours of graduate coursework and/or at any point wherein the GPA falls below 2.5 will result in academic dismissal from the University of Southern Indiana.

- **Appeal Option:**

Students may appeal the academic dismissal in accordance with the guidelines set forth by the graduate faculty committee within his or her program of study. Students should contact the director of the academic program regarding the appeal process.

**Graduate program grade point average (GPGPA) is the cumulative grade point average of all USI graduate courses taken (numbered 500 and higher) except specific graduate survey courses numbered "501" in the Masters Business Administration (MBA) program.*

Degree Progression

Interruption of Program

Degree seeking and non-degree seeking graduate students who have not enrolled in a graduate course for one academic year (consecutive fall and spring semesters) must fully reapply to Graduate Studies and the specific program in which they were originally admitted. Graduate students who have not enrolled in only one academic term (fall or spring) will not need to readmit or reapply. For some programs, students will need to be vetted by a program-specific admissions and progression committee in order to persist in the program.

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 Doctor of 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 Graduate Studies and it becomes part of the student's permanent file.

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.

Students Records

The Registrar's office maintains the permanent student academic record. Forms for registration 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 Registrar's office. Students can update their mailing address(es) as well as telephone numbers, marital status, and emergency contacts online via myUSI.

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.

Dean of Students Office (DOSO)

The mission of the Dean of Students Office (DOSO) is to enhance academic achievement, social integration, and overall transition to USI by supporting student success at USI and in their local, regional, and global communities. The DOSO staff is here to help students succeed at the University by connecting them to resources, assisting them as they navigate administrative processes with other University offices and serve as advocates when student face academic and personal challenges. We provide support during times of challenge, crisis, and emergencies, as well as opportunities for students to engage in good decision-making.

The DOSO strives to empower all students to discover, pursue, and achieve their personal and educational goals. In addition, we serve as primary student advocates offering and promoting collaborative programs and services in collaboration with Academic Affairs and other Student Affairs offices. We do this by assisting students in the resolution of problems, providing information about and referral to campus resources, and promoting institutional initiatives that address students' needs and interests. We also serve as a resource for faculty and staff, as well as parents and families, in supporting student retention, graduation, and overall success at USI.

See Student Rights and Responsibilities: A Code of Student Behavior and visit <http://www.usi.edu/deanofstudents> for additional resources. The Dean of Students Office can be reached by calling 812/464-1862 or email deanofstudents@usi.edu.

Career Services and Internships

An integral part of the University, the Office of Career Services and Internships 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. To achieve this mission, the Office of Career Services and Internships professionals meet with students in individual appointments as well as working closely with academic departments, student organizations, and Student Affairs departments to provide programs and presentations that encourage and educate students in obtaining internships and professional employment.

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.

Internships most frequently are completed during a student's junior or senior year, or after the first year of graduate school, and most University internship courses allow students to earn up to three credit hours by working a specified number of worksite hours. 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. 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 Career Services and Internships. 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 Internships professional for assistance with job search strategy for post-graduation professional employment. 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 Internships 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 Internships 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 Internships 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 Internships professionals and take advantage of the career, internship, and job search services provided.

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. While our residence halls are for freshmen only, we serve freshmen through graduate students in our apartment areas.

Housing facilities also provide several amenities within the apartment areas, including

- full-size kitchens
- basic expanded cable service

- local phone service
- Internet access including both wired and wireless connections
- Computer areas in our Residence Life Center and the Residence Life Community Center
- fully furnished apartments
- shuttle service
- air conditioning
- laundry facilities with in McDonald West and O'Daniel South apartment complexes
- convenience store
- all utilities
- on-site security
- 24-hour on-site staff supervision

Housing and Residence Life has numerous leadership opportunities for our residents. We invite you to get involved with your community and meet many great people on campus. Getting involved at USI makes the most of your time here and is a fun way to meet others who want to make a difference on campus. Getting involved is also a great way to learn leadership skills. Check out all that we have to offer!

Student Housing Association (SHA) and the National Residence Hall Honorary (NRHH) are each student organizations within Housing. Each group has their own executive board, goals and purpose. SHA is open to all housing residents. NRHH is an invitation-only student organization that recognizes the top 1% of students in Housing.

Housing and Residence Life also offers leadership opportunities as a job! We hire resident assistants, desk assistants, and night clerks throughout the year.

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/housing.

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.

Academic Integrity

The University of Southern Indiana is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. The campus is dedicated to a culture of civility among students, faculty, and staff. Academic integrity is vital to the campus mission and culture. The academic integrity statement serves as an educational tool, defining academic integrity, violations of academic integrity, outlining sanctions for violations and administration of academic integrity policy.

Academic Integrity:

- Demonstrates respect for all students right to a safe, quality learning environment
- Does not interfere with others educational goals
- Promotes professional and ethical behaviors of all majors
- Appropriately cites others ideas, writings, and/or work
- Prohibits unapproved assistance with tests, writing, research, analysis, interpretation

Academic Integrity ensures:

- Fairness to students
- All students have the same opportunities
- Everyone receives appropriate credit for their work
- Academic honor
- A culture of civility

Failure to uphold academic integrity:

- Diminishes degree value
- Threatens the credibility of the institution and students

The benchmarks of any great university are high academic standards and academic integrity. Academic integrity is the hallmark of truth and honesty in an engaged university community. Students have the right and responsibility to pursue their educational goals with academic integrity. All members of the university are accountable for their actions in maintaining high standards of academic integrity. Students are responsible for completing academic requirements without action and/or material that violate academic integrity.

See Section 3.0 of Students Rights and Responsibilities for academic integrity definitions, violations, and sanctions. For a description of the complete process of reporting and adjudication of the University's academic integrity policy visit: www.usi.edu/deanofstudents/code.

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 Dean of Students
- 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 University CARE Team comprised of administrators, faculty, and staff 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.
- A student who fails to meet immunization requirements without an approved exception is subject to an immunization hold which will prevent registration for the following semester until compliance is met.

The University has the obligation to protect the campus community from any potential contagious disease. Any student who tests positive for TB or latent TB and is directed by the Department of Health to take medication to prevent becoming actively infected and contagious must comply with this request. This is particularly important for those students living in University housing where disease can spread rapidly. Students who refuse to take the medication as directed by the Department of Health will be required to meet with the Dean of Students or Designee and their situation will be reviewed on a case-by-case basis to determine potential community impact. The final determination will be made in consultation with the University CARE Team and other appropriate administrators.

In an effort to assist students meet compliance, the University Health Center (UHC) will, when possible, work in collaboration with the Indiana State Department of Health to provide the medication to students through the UHC so they will not be required to travel outside campus to get it. Per the Department of Health process, the UHC will give the students the medication in 30 day increments and will track when they come in to pick up their next 30 day supply. Students who have not picked up their

medication supply by the last day of the month will have a hold placed on their account by the UHC and will be notified via their USI email account. Students who fail to go to the UHC to pick up their medication as agreed or who miss refill times may be referred to the Dean of Students Office for the appropriate follow-up. Please note in instances where the University is not authorized by the Indiana State Department of Health to dispense the medication, students will be required to make their own arrangements to pick up the medication directly from the Department of Health. Students who fail comply with the State and University's immunization requirement may lose the privilege to live on-campus and face other University measures as appropriate.

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.

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.

Academic Programs

Graduate Degree Programs

The University has authorization to confer the following graduate degrees: Doctor of Nursing Practice, Master of Arts in Liberal Studies, Master of Business Administration, Master of Arts in Communication, Master of Health Administration, Master of Public Administration, 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

Romain College of Business

- Business Administration

College of Liberal Arts

- Liberal Studies
- Public Administration
- Communication Studies
- Social Work

College of Nursing and Health Professions

- Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Health Administration

- Nursing Education
- Nursing Management and Leadership
- Occupational Therapy
- Doctor of Nursing Practice

Pott College of Science, Engineering, and Education

- Elementary Education
- Industrial Management
- Secondary Education

Post-Baccalaureate Certificate Programs

Romain College of Business

- Computer Information Systems
- Professional Accountancy

College of Nursing and Health Professions

- Health Professions Education
- Health Professions Management

Academic Programs

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.

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.

Upon completion of this program, the DNP graduate will be able to:

- Integrate nursing science with knowledge from ethics, and biophysical, psychosocial, analytical, 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 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 clients and the nursing profession within government, business, education, and health care communities.
- Collaborate with interprofessional teams to analyze complex practice and organizational issues in leading change and to improve client, 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 client and health care outcomes.
- Develop and lead quality improvement initiatives within diverse health care environments.
- Develop and disseminate practice-based initiatives that promote patient safety and the reduction of medical error.

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 the Office of 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 I: Planning **Credits: 1**
- NURS 867 - Capstone II: Project Proposal **Credits: 1**
- NURS 868 - Capstone III: Implementation **Credits: 1**
- NURS 871 - Capstone IV: Data Analysis **Credits: 1**
- NURS 872 - Capstone V: Project Report **Credits: 1**
- NURS 873 - Capstone VI: Dissemination **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 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 II: Project Proposal **Credits: 1**

Summer Session (7 Hours)

- NURS 727 - Healthcare Technology and Informatics **Credits: 3**
- NURS 724 - Healthcare Policy and Strategic Planning **Credits: 3**
- NURS 868 - Capstone III: Implementation **Credits: 1**

Second Year

Fall Semester (7 Hours)

- NURS 717 - Cultural Diversity **Credits: 2**
- NURS 854 - Critical Appraisal of Practice I **Credits: 3**
- NURS 871 - Capstone IV: Data Analysis **Credits: 1**
- NURS 872 - Capstone V: Project Report **Credits: 1**

Spring Semester (4 Hours)

- NURS 855 - Critical Appraisal of Practice II **Credits: 3**
- NURS 873 - Capstone VI: Dissemination **Credits: 1**

Three Year Plan of Study (Part Time)

First Year

Fall Semester (4 Hours)

- NURS 713 - Theory and Practice **Credits: 3**
- NURS 866 - Capstone I: Planning **Credits: 1**

Spring Semester (5 Hours)

- NURS 715 - Analytical Methods for Population-Based Care **Credits: 4**
- NURS 867 - Capstone II: Project Proposal **Credits: 1**

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 868 - Capstone III: Implementation **Credits: 1**

Spring Semester (5 Hours)

- NURS 725 - Resource Utilization in Healthcare **Credits: 4**
- NURS 871 - Capstone IV: Data Analysis **Credits: 1**

Summer Session (3 Hours)

- NURS 724 - Healthcare Policy and Strategic Planning **Credits: 3**

Third Year

Fall Semester (6 Hours)

- NURS 717 - Cultural Diversity **Credits: 2**
- NURS 854 - Critical Appraisal of Practice I **Credits: 3**
- NURS 872 - Capstone V: Project Report **Credits: 1**

Spring Semester (4 Hours)

- NURS 855 - Critical Appraisal of Practice II **Credits: 3**
- NURS 873 - Capstone VI: Dissemination **Credits: 1**

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.

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.

Upon completion of this program, the DNP graduate will be able to:

- Integrate nursing science with knowledge from ethics, and biophysical, psychosocial, analytical, 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 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 clients and the nursing profession within government, business, education, and health care communities.
- Collaborate with interprofessional teams to analyze complex practice and organizational issues in leading change and to improve client, 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 client and health care outcomes.
- Develop and lead quality improvement initiatives within diverse health care environments.
- Develop and disseminate practice-based initiatives that promote patient safety and the reduction of medical error.

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 the Office of 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)

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- 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 I: Planning **Credits: 1**
- NURS 867 - Capstone II: Project Proposal **Credits: 1**
- NURS 868 - Capstone III: Implementation **Credits: 1**
- NURS 871 - Capstone IV: Data Analysis **Credits: 1**
- NURS 872 - Capstone V: Project Report **Credits: 1**
- NURS 873 - Capstone VI: Dissemination **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 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 II: Project Proposal **Credits: 1**

Summer Session (7 Hours)

- NURS 727 - Healthcare Technology and Informatics **Credits: 3**
- NURS 724 - Healthcare Policy and Strategic Planning **Credits: 3**
- NURS 868 - Capstone III: Implementation **Credits: 1**

Second Year

Fall Semester (7 Hours)

- NURS 717 - Cultural Diversity **Credits: 2**

- NURS 854 - Critical Appraisal of Practice I **Credits: 3**
- NURS 871 - Capstone IV: Data Analysis **Credits: 1**
- NURS 872 - Capstone V: Project Report **Credits: 1**

Spring Semester (4 Hours)

- NURS 855 - Critical Appraisal of Practice II **Credits: 3**
- NURS 873 - Capstone VI: Dissemination **Credits: 1**

Three Year Plan of Study (Part Time)

First Year

Fall Semester (4 Hours)

- NURS 713 - Theory and Practice **Credits: 3**
- NURS 866 - Capstone I: Planning **Credits: 1**

Spring Semester (5 Hours)

- NURS 715 - Analytical Methods for Population-Based Care **Credits: 4**
- NURS 867 - Capstone II: Project Proposal **Credits: 1**

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 868 - Capstone III: Implementation **Credits: 1**

Spring Semester (5 Hours)

- NURS 725 - Resource Utilization in Healthcare **Credits: 4**
- NURS 871 - Capstone IV: Data Analysis **Credits: 1**

Summer Session (3 Hours)

- NURS 724 - Healthcare Policy and Strategic Planning **Credits: 3**

Third Year

Fall Semester (6 Hours)

- NURS 717 - Cultural Diversity **Credits: 2**
- NURS 854 - Critical Appraisal of Practice I **Credits: 3**
- NURS 872 - Capstone V: Project Report **Credits: 1**

Spring Semester (4 Hours)

- NURS 855 - Critical Appraisal of Practice II **Credits: 3**
- NURS 873 - Capstone VI: Dissemination **Credits: 1**

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 Arts in Communication

812/464-1968

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.
- An undergraduate GPA of 3.0 or higher.
- 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.

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 or Non-Thesis Option (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 604 - Contemporary Rhetorical Criticism **Credits: 3**
- COMM 610 - Seminar in Interpersonal Communication **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 617 - Instructional Communication **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 623 - Telecommunications Operations: A Leadership Approach **Credits: 3**
- COMM 624 - Nonprofit Advancement **Credits: 3**
- COMM 625 - History of Mass Media **Credits: 3**
- COMM 626 - Semiotics **Credits: 3**
- COMM 630 - Advanced Mass Communication Seminar **Credits: 3**
- COMM 631 - Organizational Rhetoric **Credits: 3**
- COMM 640 - Independent Study in Communication **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 according to the thesis, capston, or non-thesis options.

Master of Arts in English

812-461-5435

Mission Statement and Program Goals

The Master of Arts in English (MAE) at the University of Southern Indiana supports the university's mission to advance education and knowledge particularly in ways that respond to the present and emerging needs of the Southwest Indiana region. The MAE is the preferred graduate degree for individuals who want to develop their credentials in order to teach dual credit courses in high school classrooms or composition classes in two-year and four-year institutions of higher education, as well as professional writers and other members of the workforce whose occupations require excellent reading, writing, and analytical skills, and students who are preparing for further work in a doctoral program in English.

Mission Statement

The Master of Arts in English Program at the University of Southern Indiana serves the needs of current and future teachers, professional writers, and other members of the Southwest Indiana community by offering advanced courses in Literature, and Rhetoric and Writing that will prepare students to conduct independent research, participate actively in the theoretical discussions central to the field, write critically and effectively in a variety of professional contexts.

Vision Statement

Preparing future teachers and writers to bring fresh perspectives and critical insights to the challenges facing our communities and our educational, commercial, and not-for-profit institutions.

Goals of the MAE program

Upon completion of the MAE Program, students should be able to do the following:

- Read, interpret, and write about a diverse range of texts in English.
- Demonstrate a solid grounding in Literature, and Rhetoric and Writing.
- Conduct independent research.
- Write critically and effectively in specific professional contexts.
- Examine and analyze those texts critically from a diverse range of perspectives and through the lens of history and theory.
- Participate actively in academic discourse communities in written form, engaging in the theoretical discussions central to the field with current and relevant research-based information.

MAE Admission Requirements

Applying to the Master of Arts in English program at the University of Southern Indiana involves two steps: applicants must first apply to the **Office of Graduate Studies**. Once they have been deemed eligible for graduate studies, they can then apply for admission to the MAE.

Applying to the Office of Graduate Studies:

- Official transcripts from all undergraduate/graduate institutions attended.

Official transcripts should be sent to the Office of Graduate Studies in a sealed envelope from the institution(s). Applicants who have taken coursework and/or received a degree from the University of Southern Indiana will not need to obtain an official USI transcript (however, those applicants will need to submit official transcripts of coursework not taken at USI).

- USI Application for Graduate Study.

Applicants may complete the admission application online, or they may print a paper application and mail it to the Office of Graduate Studies.

- A non-refundable application fee of \$40.

Applicants may pay the non-refundable application fee online or mail a check to the Office of Graduate Studies.

Students who are veterans or are currently serving in the US Armed Forces are not required to pay the \$40 application fee.

Materials sent to the Office of Graduate Studies are used to determine the eligibility of applicants for graduate study at the University of Southern Indiana. In order to be deemed eligible for graduate study at USI, applicants must have an overall minimum undergraduate grade point average of 2.5. However, the overall minimum grade point average for admission to the MAE is 3.0.

To expedite the admission process, please contact the Registrar's Office of all previous colleges and universities you have attended and have them send your transcript **DIRECTLY FROM** their Registrar's Office to the following address:

Office of Graduate Studies
Orr Center 1060

University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712-3534

(812) 465-7140

The web address for the Office of Graduate Studies is: www.usi.edu/graduatestudies

Readmission

Graduate students who fail to enroll in a graduate course for consecutive fall and spring or spring and fall semesters (the equivalent of one academic year) must reapply to both the Office of Graduate Studies and the MAE program for readmission before they can continue their work in the program.

Graduate students who fail to enroll in graduate classes for only one semester (fall or spring) do not need to reapply to the Office of Graduate Studies. However, the progress of students who miss a semester of coursework will be reviewed by the MAE Committee before the students will be permitted to continue their studies.

Deadline

Students may apply to the Office of Graduate Studies at any time. Once students have been deemed eligible for graduate studies at USI, they can apply for admission to the MAE. The deadline for application to the Master of Arts in English program is 6:00 pm on March 15.

International Students

International applicants will need to submit additional materials to the Office of Graduate Studies. For more information on the materials required of international applicants, please see the "International Students" page on the Office of Graduate Studies website: www.usi.edu/graduatestudies/international-students.

Effective May 1, 2012, all international applicants must have official transcripts and other academic credentials evaluated and translated prior to applying for graduate study at USI.

Applying to the MAE

Once students have been deemed Eligible for Graduate Studies at USI, they may take the second step necessary to apply for admission to the Master of Arts in English program. Admission to the MAE will be based on the following:

- Applicants must 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 English, preference will be given to those applicants with an educational background or work experience in English or a related field.
The MAE includes courses in Literature, and Rhetoric and Writing. The Graduate Faculty in the English Department prefers to admit those students who appear to have the best chance of successfully completing the Master's degree, and we assume the most successful students will be those whose educational backgrounds or work experiences indicate that they possess the abilities to examine, analyze, and write critically about a diverse range of texts in English.
- Applicants must have an overall undergraduate GPA of 3.0 or higher. However, applicants with an overall undergraduate GPA between 2.75 and 2.99 may also apply to the program, provided that the student majored in English and has a GPA in the major of 3.25 or higher.
- Applicants must submit a well-written cover letter of approximately 500 words.
In the cover letter, applicants should indicate how their education or work experience has prepared them for graduate studies, and they should outline their goals in pursuing a graduate degree in English at USI.
- Applicants must submit a writing sample of approximately 3500 words.

Examples of writing samples include literary analyses, rhetorical analyses, grant applications, or any other kind of professional writing.

The cover letter and the writing sample must be submitted to the **Director of the Master of Arts in English**. The MAE Admissions Committee will review this material and evaluate the applicant's potential and ability for graduate-level work.

- Applicants must arrange to have three letters of recommendation sent to the Director of the Master of Arts in English. *The letters of recommendation should come from people familiar with the applicant's academic and professional abilities. If possible, at least one of the letters should be sent from a faculty member at an institution of higher education who is familiar with the applicant's undergraduate coursework. Those writing the letters should explain who they are, what their relationship to the applicant is, and what they know of the applicant's academic and professional abilities.*

These materials may be submitted electronically through email to:

MA.English@usi.edu

Or they may be printed and mailed to the following address:

Dr. Charles Conaway

Director, Master of Arts in English

University of Southern Indiana

Department of English

8600 University Boulevard

Evansville, IN 47712

Additional questions and concerns may be addressed to:

Dr. Charles Conaway

(812) 461-5435

Fax: (812) 228-5110

conaway@usi.edu

Curriculum

The program is comprised of thirty-three (33) credit hours of coursework leading to a Master of Arts degree in English. The program includes twelve (12) credit hours selected from a Shared Core of classes, eighteen (18) credit hours selected from elective course offerings, and three (3) credit hours of a culminating project including a comprehensive exam and a thesis or a comprehensive exam and the preparation of a professional portfolio.

Shared Core (12 hours)

- ENG 601 - Introduction to the Professional Study of English **Credits: 3**
- ENG 608 - Survey of Literary, Rhetorical, and Composition Theory **Credits: 3**
- At least one seminar in the Studies of Literature **Credits: 3**
- At least one seminar in the Studies of Rhetoric and Composition **Credits: 3**

Shared Electives (18 hours)

Studies in Literature

- ENG 624 - British Literature of the Middle Ages **Credits: 3**
- ENG 626 - British Literature of the Early Modern Period **Credits: 3**
- ENG 628 - British Literature of the 18th and 19th Centuries **Credits: 3**
- ENG 632 - American Literature to the Civil War **Credits: 3**
- ENG 634 - American Literature from the Civil War to the Present **Credits: 3**
- ENG 672 - World Literature **Credits: 3**

Studies in Rhetoric and Composition

- ENG 612 - Rhetorical Theory **Credits: 3**
- ENG 615 - The History of Rhetoric **Credits: 3**
- ENG 616 - Advanced Academic Writing **Credits: 3**
- ENG 617 - Professional and Technical Writing **Credits: 3**
- ENG 618 - Public Digital Rhetorics **Credits: 3**

Studies in Creative Writing

- ENG 609 - Workshop in Creative Writing **Credits: 3**

Studies in Pedagogy

- ENG 642 - Teaching Creative Writing **Credits: 3**
- ENG 644 - Teaching Literature **Credits: 3**
- ENG 646 - Teaching Composition **Credits: 3**

Culminating Project (3 hours)

After completing 30 hours of coursework, students will be required to enroll in one of the following culminating projects:

- ENG 697 - Comprehensive Exam and Portfolio Preparation **Credits: 3**
- ENG 698 - Comprehensive Exam and Thesis Research **Credits: 3**

Master of Arts in Liberal Studies

Program Objectives

The Master of Arts in Liberal Studies (MALS) provides a postgraduate credential for individuals who seek personal enrichment 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 in a MALS degree (maximum 500 words);
- recommendations by three individuals who know the candidate well (recommendation forms are available on the MALS web site); and
- if considered necessary, 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 program director at least one month prior to the entry date sought. An interview may be requested 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.

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You'll need Skype Credit No Skype credit required

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 - at least 9 hours must be taken from LBST 600-level courses) (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**
LBST 697 & LBST 698 (this option reduces requirement 2 above to 15 hours).

Capstone Courses (Option 2)—

- LBST 610 - Capstone Course, Graduating Seminar in Liberal Studies **Credits: 3**
LBST 610 with additional 600-level LBST major project course at direction of program director.

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 focuses on a broad social science, humanities, or natural science topic while also providing a graduate-level introduction to that way of thinking. The rigor of the course will be in keeping with a graduate-level seminar, while also remaining accessible to students whose past academic work is from a different area.

Individual Program of Courses (18 hours)

The program director will consult with each student about appropriate courses to include in an 18-hour individual program of study. At least 9 of these hours must be taken from 600-level LBST courses, which are designed specifically for the

program. Other choices can be made from among graduate-level courses offered in natural sciences, social sciences, and humanities, and in some instances, courses from other graduate programs. An Independent Study course may be taken in some circumstances when faculty expertise is available. Up to 12 hours of appropriate work from other institutions, including graduate-level distance education courses, could count toward the degree with the approval of the program director.

Capstone Experience (3-6 hours)

In addition to working with the student in developing a coherent course of study, the program director 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 program director. The project must be of a nature to warrant six hours of graduate credit over two academic terms. Each project will be thoroughly evaluated and must be 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 will be considered. The project should culminate in a graduate-level quality production that employs interdisciplinary approaches and perspectives. If a capstone project is completed, the requirements for the individual program of courses above will be reduced by 3 hours.
- **Capstone Courses**
This option consists of six hours of Capstone courses: the Capstone Seminar (LBST 610) and an additional LBST 600-level course that contains a major project. The latter must be approved by the program director. The Capstone courses are taken in the second half of the student's program.

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) or Graduate Record Examination (GRE). An applicant's GMAT or GRE 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;
- payment of the application fee;
- GMAT or GRE 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 601 - Human Resource Management **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 Romain 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 one year.

USI's MBA program is specifically designed to meet the needs of the working professional. To meet the needs of our students, USI provides:

- in-class and on-line classes to provide maximum flexibility
- 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 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.

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>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>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 http://www.usi.edu/gradstud/appl.asp</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>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>Please send items listed above to:</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>

<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>	

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

812/461-5334

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, Health Informatics

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 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 <u>USI Application for Admission to Graduate Studies</u></p> <p>Application also located at http://www.usi.edu/gradstud/appl.asp</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;">University of Southern Indiana</p> <p style="text-align: center;">Office of Graduate Studies</p> <p style="text-align: center;">8600 University Blvd., Orr Center, Room 1060</p> <p style="text-align: center;">Evansville, IN 47712</p>	<p style="text-align: center;">Please send items listed above to:</p> <p style="text-align: center;">University of Southern Indiana</p> <p style="text-align: center;">College of Nursing and Health Professions</p> <p style="text-align: center;">Master of Health Administration Program</p> <p style="text-align: center;">8600 University Blvd., HP2145</p> <p style="text-align: center;">Evansville, IN 47712</p>
<p style="text-align: center;"><i>The student's application will not be considered complete until the receipt of all required application materials requested by</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, Health Informatics-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**
- CIS 601 - Information Systems and Technology **Credits: 3**
- MHA 651 - Capstone I: Planning **Credits: 1**

Fall Cohort: Year 2-Spring Semester (7 hours)

- MHA 644 - Healthcare Enterprise Operations **Credits: 3**
- MHA 645 - HIT Integration, Interoperability and Standards **Credits: 3**
- MHA 652 - Capstone II: Implementation **Credits: 1**

Fall Cohort: Year 2-Summer Session (7 hours)

- MHA 646 - Healthcare Technology Acquisition & Assessment **Credits: 3**
- MHA 647 - Knowledge Management and Data Mining in Health Informatics **Credits: 3**

- MHA 653 - Capstone III: Dissemination **Credits: 1**

Master of Health Administration, Health Informations-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 (9 hours)

- MHA 621 - The Health Services System **Credits: 3**
- MHA 622 - Biostatistics **Credits: 3**
- CIS 601 - Information Systems and Technology **Credits: 3**

Spring Cohort: Year 2-Spring Semester (7 hours)

- MHA 644 - Healthcare Enterprise Operations **Credits: 3**
- MHA 645 - HIT Integration, Interoperability and Standards **Credits: 3**
- MHA 651 - Capstone I: Planning **Credits: 1**

Spring Cohort: Year 2-Summer Session (7 hours)

- MHA 646 - Healthcare Technology Acquisition & Assessment **Credits: 3**
- MHA 647 - Knowledge Management and Data Mining in Health Informatics **Credits: 3**

Spring Cohort: Year 2-Fall Semester (4 hours)

- MHA 623 - Operations and Control Systems Research in Healthcare Organizations **Credits: 3**
- MHA 653 - Capstone III: Dissemination **Credits: 1**

Master of Public Administration, Non-profit 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

- 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.
- 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.
- 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.
- 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.
- Understand the ethical consequences of decisions made by managers and administrators in the public and nonprofit sectors.

Admission Requirements

Students admitted into the Master of Public Administration program at the University of Southern Indiana must complete the following admission requirements:

- A completed Application for Admission to Graduate Studies.
- A completed MPA Personal Information Form.
- A copy of your most recent résumé or curriculum vitae.
- References from two individuals who are familiar with your work.
- 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.
- A \$40.00 nonrefundable graduate application fee.
- 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 all other admissions requirements, but have a GPA between 2.75 and 3.0 may seek conditional admission to the MPA. 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

An individual may enroll in PA courses as a guest student. A guest student 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.

A student 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 a student 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. Students in the MPA program are 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. MPA courses are offered using three formats: in the classroom once-a-week in the evenings and on Saturday mornings; a distance/hybrid course that meets several times during the semester, while the rest of the sessions are online; and a purely distance course with no class sessions and all course content is online. 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 calendar years.

Core Curriculum (18 hours)

- PA 601 - Organizational Behavior **Credits: 3**
- PA 606 - Public Personnel Administration **Credits: 3**
- PA 609 - Budgeting **Credits: 3**
- PA 618 - Research Methods in Public Administration **Credits: 3**
- PA 632 - Public Administration **Credits: 3**
- PA 653 - Ethics in Public Administration **Credits: 3**

Capstone Seminar (3 hours)

- PA 697 - Capstone Seminar in Public Administration **Credits: 3**

Non-profit Administration (15 hours)

- COMM 502 - Gender, Communication, and Culture **Credits: 3**
- COMM 602 - Qualitative Research Methods in Communication **Credits: 3**
- COMM 613 - Political Communication **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 who most closely aligns with the faculty member's research interests and areas of expertise, who is a full-time member of the MPA faculty, with whom they have completed at least one course in the MPA program. A student must also select two committee members for their thesis committee for a total of three thesis committee members. All the committee members must be full-time members 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 offered through the Master of Public Administration program. 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. The comprehensive examination will cover the basic mastering of universal required competencies in public administration that make up the core curriculum of the MPA program, along with a mastery of the competencies of either the public sector or non-profit administration specializations. The comprehensive examination is included in our program's assessment plan and fulfills an important assessment standard set by NASPAA.

Master of Public Administration, Public Sector 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

- 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.
- 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.
- 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.
- 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.
- Understand the ethical consequences of decisions made by managers and administrators in the public and nonprofit sectors.

Admission Requirements

Students admitted into the Master of Public Administration program at the University of Southern Indiana must complete the following admission requirements:

- A completed Application for Admission to Graduate Studies.
- A completed MPA Personal Information Form.
- A copy of your most recent résumé or curriculum vitae.
- References from two individuals who are familiar with your work.
- 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.
- A \$40.00 nonrefundable graduate application fee.
- 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 all other admissions requirements, but have a GPA between 2.75 and 3.0 may seek conditional admission to the MPA. 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

An individual may enroll in PA courses as a guest student. A guest student 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.

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Curriculum

The MPA program consists of 36 credit hours. Students in the MPA program are 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. MPA courses are offered using three formats: in the classroom once-a-week in the evenings and on Saturday mornings; a distance/hybrid course that meets several times during the semester, while the rest of the sessions are online; and a purely distance course with no class sessions and all course content is online. 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 calendar years.

Core Curriculum (18 hours)

- PA 601 - Organizational Behavior **Credits: 3**
- PA 606 - Public Personnel Administration **Credits: 3**
- PA 609 - Budgeting **Credits: 3**
- PA 618 - Research Methods in Public Administration **Credits: 3**
- PA 632 - Public Administration **Credits: 3**
- PA 653 - Ethics in Public Administration **Credits: 3**

Capstone Seminar (3 hours)

- PA 697 - Capstone Seminar in Public Administration **Credits: 3**

Public Sector Administration (15 hours)

- COMM 602 - Qualitative Research Methods in Communication **Credits: 3**
- COMM 613 - Political Communication **Credits: 3**
- COMM 621 - Advanced Public Relations **Credits: 3**
- PA 527 - Urban Politics and Governance **Credits: 3**
- PA 564 - Environmental Politics and Policy **Credits: 3**
- PA 603 - Technology Issues and e-Governance **Credits: 3**
- PA 611 - Leadership Skills in Public Administration **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**

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.

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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 offered through the Master of Public Administration program. 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. The comprehensive examination will cover the basic mastering of universal required competencies in public administration that make up the core curriculum of the MPA program, along with a mastery of the competencies of either the public sector or non-profit administration specializations. The comprehensive examination is included in our program's assessment plan and fulfills an important assessment standard set by NASPAA.

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. Program tracks are offered in:

- Elementary/Secondary Education
- Kinesiology, Health and Sport
- Mathematics Teaching
- School Administration and Leadership

Within the Elementary/Secondary Education track it is possible to add to an existing license by completing coursework in instructional technology, reading, or special education (with appropriate test scores). The School Administration and Leadership program leads to a building level administrator's license in Indiana (with the appropriate test scores).

These programs are designed for practicing teacher and do not lead to initial licensure.

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:

1. A baccalaureate degree (minimum cumulative GPA 2.75) from an accredited college or university with a degree in education or a related field
2. A minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended
3. A copy of a standard US teaching license or an approved waiver form
4. A completed personal information form that includes a record of teaching experience

The Mathematics Teaching track also requires a baccalaureate degree with a major in mathematics or mathematics teaching.

Graduate students are required to purchase a subscription to TK20, our comprehensive assessment management system. The cost of the subscription is approximately \$100 for a 7-year subscription. For more information about purchasing TK20 contact Jean Moore, jmoore@usi.edu.

Curriculum

All MSE tracks require completion of 33 credit hours following the curriculum outlined below.

Graduate students in all MSE programs 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.

To proceed to the research sequence, graduate students will create and present a professional portfolio. The portfolio will represent an individual graduate student's organization of course-related and professional development knowledge, skills, and dispositions. 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.

Approval of the portfolio is required prior to registering for EDUC 601, the first course in the research sequence. The research sequence consists of three courses, EDUC 601 - Research in Education, EDUC 631 - Analysis of Instruction, and EDUC 671 - Integrating Research Seminar in Education. The courses in the research sequence may not be taken concurrently.

Elementary/Secondary Education

The Master of Science in Education – Elementary/Secondary Education track is 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 in specific discipline content. The program of study follows the specifications outlined in the MSE curriculum. A program of study must include at least one course in each of the category (advanced instruction, curriculum theory, human development and social foundations). To add special education, reading, or instructional technology to a license, a graduate student must complete at least 24 credits in the specific discipline. If the research project involves the appropriate area, the research sequence may apply to the discipline specific coursework. Below are courses that are offered regularly.

Special Education

- EDUC 511 - Foundations and Legal Issues Related to Exceptional Needs **Credits: 3** (SF)
- EDUC 512 - Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design **Credits: 3** (HD)
- EDUC 513 - Learning Strategies for Students with Exceptional Needs **Credits: 3** (CT/AI)
- EDUC 515 - Management and Exceptionality: Environmental, Social, and Behavioral **Credits: 3** (AI)
- EDUC 521 - Exceptional Needs: Practicum I **Credits: 3**
- EDUC 522 - Exceptional Needs: Practicum II **Credits: 3**
- EDUC 523 - Collaborative Partnerships **Credits: 3** (HD)

Reading

- EDUC 540 - Current Trends in Reading **Credits: 3** (AI)
- EDUC 541 - Young Adult Literature **Credits: 3** (AI)
- EDUC 542 - Advanced Children's Literature **Credits: 3** (AI)
- EDUC 555 - Diagnostic Teaching of Reading **Credits: 3** (AI/HD)
- EDUC 580 - Diversity in Children's Literature **Credits: 3** (SF)
- EDUC 641 - Literacy Programs in the Classroom **Credits: 3** (AI/CT)

Instructional Technology

- EDUC 565 - Instructional Technology Integration **Credits: 3 (AI)**
- EDUC 566 - Authoring Educational Multimedia Resources **Credits: 3 (AI)**
- EDUC 567 - The Internet in Education **Credits: 3 (CT)**
- EDUC 568 - Advanced Instructional Technology **Credits: 3 (AI)**
- EDUC 569 - Special Topics in Computer Education **Credits: 1-3 (AI)**

General Interest Option

- EDUC 603 - Historical and Philosophical Influences in Education **Credits: 3 (SF)**
- EDUC 604 - School and Society **Credits: 3 (SF)**
- EDUC 605 - Moral Dimensions of Schooling **Credits: 3 (SF)**
- EDUC 608 - Thinking in the Classroom **Credits: 3 (SF/CT)**
- EDUC 612 - Curriculum Theory **Credits: 3 (CT)**
- EDUC 590 - Special Topics in Education **Credits: 1-3** (may be repeated with different topic/title)
- EDUC 690 - Special Topics in Education **Credits: 1-3** (may be repeated with different topics)
- EDUC 699 - Supervised Research **Credits: 1-3**

Research Sequence (9 hours)

All MSE students must complete the research sequence requirement – 9 hours. (Note these courses must be taken at USI. Transfer courses will not be accepted for these courses.

- EDUC 601 - Research in Education **Credits: 3**
- EDUC 631 - Analysis of Instruction **Credits: 3**
- EDUC 671 - Integrating Research Seminar in Education **Credits: 3**

Master of Science in Education, Kinesiology, Health and Sport

The Master of Science in Education – Kinesiology, Health, and Sport track is designed to prepare students for careers in areas of health education, physical education, and coaching. 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. An interview with the Chair of the Department of Kinesiology, Health and Sport is required for admission to this track.

Advanced Instruction and Curriculum Theory (18 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**

Human Development and Social Foundations (6 hours)

Select two courses from the Department of Teacher Education designed to meet the human development and social foundations requirements – 6 hours

Research Sequence (9 hours)

All MSE students must complete the research sequence requirement – 9 hours. (Note these courses must be taken at USI. Transfer courses will not be accepted for these courses.

- EDUC 601 - Research in Education **Credits: 3**
- EDUC 631 - Analysis of Instruction **Credits: 3**
- EDUC 671 - Integrating Research Seminar in Education **Credits: 3**

Master of Science in Education, Mathematics Teaching

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. 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. An interview with the Chair of the Department of Mathematics is required for admission to this track.

Advanced Instruction and Curriculum Theory (18 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**

Human Development and Social Foundations (6 hours)

Select two courses from the Department of Teacher Education designed to meet the human development and social foundations requirements – 6 hours

Research Sequence (9 hours)

All MSE students must complete the research sequence requirement – 9 hours. (Note these courses must be taken at USI. Transfer courses will not be accepted for these courses.

- EDUC 601 - Research in Education **Credits: 3**
- EDUC 631 - Analysis of Instruction **Credits: 3**
- EDUC 671 - Integrating Research Seminar in Education **Credits: 3**

Master of Science in Education, School Administration and Leadership

The program of study follows the specifications outlined in the MSE curriculum. However, the cluster of classes that meets the requirements for advanced instruction, curriculum theory, human development, and social foundations also meets the coursework requirements for licensure as a P-12 building administrator in Indiana. If a student already has a master the 24-hour cluster may be completed as a non-degree student to obtain the license.

Required courses (24 hours)

The program of study is listed below. Please note all coursework for licensure must be completed at USI.

- EDUC 681 - Foundations of Principalship **Credits: 3** (SF)
- EDUC 682 - Issues in Educational Leadership **Credits: 3** (SF)
- EDUC 683 - Leadership in the Principalship **Credits: 3** (AI)
- EDUC 684 - Legal Aspects of School Administration **Credits: 3** (AI)
- EDUC 685 - Curriculum and Learning for Educational Leaders **Credits: 3** (CT)
- EDUC 686 - Management of Human Resources in the Principalship **Credits: 3** (HD)
- EDUC 688 - Internship for School Leaders **Credits: 3**
- EDUC 689 - Special Topics in Educational Leadership **Credits: 3** (Finance and Facilities)

Research Sequence (9 hours)

All MSE students must complete the research sequence requirement – 9 hours. (Note these courses must be taken at USI. Transfer courses will not be accepted for these courses.

- EDUC 601 - Research in Education **Credits: 3**
- EDUC 631 - Analysis of Instruction **Credits: 3**
- EDUC 671 - Integrating Research Seminar in Education **Credits: 3**

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 Romain 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, Adult-Gerontology Acute Care Nurse Practitioner

Master of Science in Nursing

The College of Nursing and Health Professions at USI strives to ensure our graduate students are successful in their professional, personal, and academic careers. Graduates of our Master of Science in Nursing program are able to integrate critical thinking, independent judgment, provide leadership, synthesize knowledge, and promote the essential values of caring in their professional and personal lives.

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.

The Graduate Nursing Program offers the following specialty areas:

- Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)
- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Family Nurse Practitioner (FNP)
- Nursing Education (NED)
- Nursing Management and Leadership (NML)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

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:

1. Synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;

2. Integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
3. Participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
4. 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;
5. 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
6. Provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.
7. Integrate data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
8. Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by February 1 for fall or spring 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.)

Both full-time and part-time study options are available based upon course availability. 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.

Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) 42 hours

The adult-gerontology 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 AG-ACNP, AG-CNS, FNP, PMHNP, 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.

Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)

Nursing Core Courses (18 hours)

- NURS 601 - Roles for Advanced Nursing Practice **Credits: 1**
- NURS 602 - Evidence-based Practice for Advanced Nursing **Credits: 4**
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing **Credits: 3**
- NURS 604 - Population Based Care and Health Policy **Credits: 3**
- NURS 605 - Healthcare Informatics for Advanced Nursing Practice **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 (15 hours)

- NURS 674 - Management of Acutely Ill Adults I **Credits: 5**
- NURS 675 - Management of Acutely Ill Adults II **Credits: 5**
- NURS 676 - Management of Acutely Ill Adults III **Credits: 5**

Master of Science in Nursing, Adult-Gerontology Clinical Nurse Specialist

Master of Science in Nursing

The College of Nursing and Health Professions at USI strives to ensure our graduate students are successful in their professional, personal, and academic careers. Graduates of our Master of Science in Nursing program are able to integrate critical thinking, independent judgment, provide leadership, synthesize knowledge, and promote the essential values of caring in their professional and personal lives.

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.

The Graduate Nursing Program offers the following specialty areas:

- Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)
- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Family Nurse Practitioner (FNP)
- Nursing Education (NED)
- Nursing Management and Leadership (NML)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

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:

1. Synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
2. Integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
3. Participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
4. 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;
5. 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
6. Provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.
7. Integrate data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
8. Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by February 1 for fall or spring 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.)

Both full-time and part-time study options are available based upon course availability. 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.

Adult-Gerontology Clinical Nurse Specialist (AG-CNS) 42 hours

The adult-gerontology clinical nurse practitioner is an advanced clinician holding a master's degree who functions as an expert clinician, leader, researcher, educator, and consultant that exerts influence in three spheres: patient/family, nursing personnel, and organization system. The AG-CNS graduate acquires knowledge and experience to provide services to individuals in an area of specialization across the lifespan in health promotion, disease prevention, and the management of common acute and/or chronic illnesses. The AG-CNS works in a variety of clinical settings including acute care hospitals, community agencies, long term care, home care, and physician offices. There are a total of 45 credit hours in the specialty with 545 clinical hours.

The Clinical Nurse Specialist graduate is prepared to:

- Provide expert outcome-oriented nursing therapeutics for complex patients to promote health, well being, and quality of life.
- Manage the integration and coordination of patient care services across the health care continuum.
- Design and implement patient and staff educational programs for promotion of positive health care outcomes.
- Consult and collaborate with members of the health care team to support the delivery of quality patient care.
- Utilize research methodology and evidence to investigate, promote, and evaluate nursing therapies that produce positive patient care outcomes.
- Model responsibility for continued professional development, integrity, accountability, competence, and credentialing as a clinical nurse specialist.

Curriculum

To achieve the master's degree, all students complete the nursing core courses. Students choosing the AG-ACNP, AG-CNS, FNP, PMHNP, 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.

Adult-Gerontology Clinical Nurse Specialist (AG-CNS)

Nursing Core Courses (18 hours)

- NURS 601 - Roles for Advanced Nursing Practice **Credits: 1**
- NURS 602 - Evidence-based Practice for Advanced Nursing **Credits: 4**
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing **Credits: 3**
- NURS 604 - Population Based Care and Health Policy **Credits: 3**
- NURS 605 - Healthcare Informatics for Advanced Nursing Practice **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**

Adult-Gerontology Clinical Nurse Specialist (15 hours)

- NURS 645 - Advanced Nursing Assessment and Intervention I **Credits: 5 (3 didactic; 2 clinical)**
- NURS 646. - Advanced Nursing Assessment and Intervention II **Credits: 5**
- NURS 647 - Advanced Assessment and Intervention Practicum **Credits: 5**

Master of Science in Nursing, Family Nurse Practitioner

Master of Science in Nursing

The College of Nursing and Health Professions at USI strives to ensure our graduate students are successful in their professional, personal, and academic careers. Graduates of our Master of Science in Nursing program are able to integrate critical thinking, independent judgment, provide leadership, synthesize knowledge, and promote the essential values of caring in their professional and personal lives.

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.

The Graduate Nursing Program offers the following specialty areas:

- Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)
- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Family Nurse Practitioner (FNP)
- Nursing Education (NED)
- Nursing Management and Leadership (NML)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

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:

1. Synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
2. Integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
3. Participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
4. 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;
5. 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
6. Provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.
7. Integrate data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
8. Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by February 1 for fall or spring 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.)

Both full-time and part-time study options are available based upon course availability. 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 AG-ACNP, AG-CNS, FNP, PMHNP, 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.

Family Nurse Practitioner (FNP)

Nursing Core Courses (18 hours)

- NURS 601 - Roles for Advanced Nursing Practice **Credits: 1**
- NURS 602 - Evidence-based Practice for Advanced Nursing **Credits: 4**
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing **Credits: 3**
- NURS 604 - Population Based Care and Health Policy **Credits: 3**
- NURS 605 - Healthcare Informatics for Advanced Nursing Practice **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 (15 hours)

- NURS 654 - Primary Care Nursing of Families I **Credits: 5**
- NURS 655 - Primary Care Nursing of Families II **Credits: 5**
- NURS 656 - Family Nurse Practitioner Practicum **Credits: 5**

Master of Science in Nursing, Nursing Education

Master of Science in Nursing

The College of Nursing and Health Professions at USI strives to ensure our graduate students are successful in their professional, personal, and academic careers. Graduates of our Master of Science in Nursing program are able to integrate critical thinking, independent judgment, provide leadership, synthesize knowledge, and promote the essential values of caring in their professional and personal lives.

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.

The Graduate Nursing Program offers the following specialty areas:

- Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)
- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Family Nurse Practitioner (FNP)
- Nursing Education (NED)
- Nursing Management and Leadership (NML)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

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:

1. Synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
2. Integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
3. Participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
4. 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;
5. 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
6. Provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.
7. Integrate data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

8. Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by February 1 for fall or spring 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.)

Both full-time and part-time study options are available based upon course availability. 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) 42 hours

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 42 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 AG-ACNP, AG-CNS, FNP, PMHNP, 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.

Nursing Education (NED)

Nursing Core Courses (18 hours)

- NURS 601 - Roles for Advanced Nursing Practice **Credits: 1**
- NURS 602 - Evidence-based Practice for Advanced Nursing **Credits: 4**
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing **Credits: 3**
- NURS 604 - Population Based Care and Health Policy **Credits: 3**
- NURS 605 - Healthcare Informatics for Advanced Nursing Practice **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**

Nursing Education (15 hours)

- NURS 671 - Curriculum Development for the Nurse Educator **Credits: 4**
- NURS 672 - Teaching Strategies for the Nurse Educator **Credits: 4**
- NURS 673 - Evaluation Strategies for the Nurse Educator **Credits: 3**
- NURS 678 - Nurse Educator Role Integration **Credits: 4**

Master of Science in Nursing, Nursing Management and Leadership

Master of Science in Nursing

The College of Nursing and Health Professions at USI strives to ensure our graduate students are successful in their professional, personal, and academic careers. Graduates of our Master of Science in Nursing program are able to integrate critical thinking, independent judgment, provide leadership, synthesize knowledge, and promote the essential values of caring in their professional and personal lives.

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.

The Graduate Nursing Program offers the following specialty areas:

- Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)

- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Family Nurse Practitioner (FNP)
- Nursing Education (NED)
- Nursing Management and Leadership (NML)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

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:

1. Synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
2. Integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
3. Participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
4. 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;
5. 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
6. Provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.
7. Integrate data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
8. Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by February 1 for fall or spring 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.)

Both full-time and part-time study options are available based upon course availability. 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) 42 hours

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 42 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 NML have required courses in the specialty.

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.

Nursing Management and Leadership (NML)

Nursing Core Courses (18 hours)

- NURS 601 - Roles for Advanced Nursing Practice **Credits: 1**
- NURS 602 - Evidence-based Practice for Advanced Nursing **Credits: 4**
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing **Credits: 3**
- NURS 604 - Population Based Care and Health Policy **Credits: 3**
- NURS 605 - Healthcare Informatics for Advanced Nursing Practice **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 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**
- NURS 636 - Authentic Leadership Development in Healthcare Organizations **Credits: 3**

Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner

Master of Science in Nursing

The College of Nursing and Health Professions at USI strives to ensure our graduate students are successful in their professional, personal, and academic careers. Graduates of our Master of Science in Nursing program are able to integrate critical thinking, independent judgment, provide leadership, synthesize knowledge, and promote the essential values of caring in their professional and personal lives.

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.

The Graduate Nursing Program offers the following specialty areas:

- Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)
- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Family Nurse Practitioner (FNP)
- Nursing Education (NED)
- Nursing Management and Leadership (NML)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

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:

1. Synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice;
2. Integrate critical thinking and independent judgment to manage and provide advanced nursing practice with diverse populations;
3. Participate in systematic inquiry and applied research to improve nursing care and enhance nursing as a profession;
4. 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;
5. 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
6. Provide leadership in maintaining and promoting the professional values of caring, integrity, accountability, competence, collegiality, and lifelong learning.
7. Integrate data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

8. Integrate information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Application must be submitted by February 1 for fall or spring 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.)

Both full-time and part-time study options are available based upon course availability. 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.

Psychiatric Mental Health Nurse Practitioner (PMHNP) 44 hours

The family psychiatric mental health nurse practitioner is an advanced clinician who has achieved a Master of Science in Nursing and provides psychiatric/mental health services to individuals across the lifespan. The role includes diagnosis, provision of therapies, and medication management for individuals with psychiatric/mental health problems. Health promotion, disease prevention, and management of mental health symptoms along with family consultation and education are included in the role. The family psychiatric mental health nurse practitioner practices in various clinical settings including acute care and chronic care hospitals, community agencies, long term care facilities, home care, and outpatient offices. There are a total of 44 credit hours in the specialty with 645 clinical hours.

A graduate of the family psychiatric mental health nurse practitioner specialty is prepared to:

- Provide expert outcome-oriented nursing therapeutics for patients with mental health problems to promote improved health and enhanced quality of life.
- Manage, integrate and coordinate patient care services across the mental health care continuum.
- Develop and provide patient and staff educational services to promote positive patient health care outcomes.
- Consult and collaborate with members of the multidisciplinary health care team to support delivery of quality patient care.
- Incorporate best practice evidence to investigate, promote, and evaluate nursing therapies and pharmacotherapy that support evidence for positive patient care outcomes.
- Advocate for patients and families to provide cost-effective, culturally competent, ethical, quality care in a variety of health care settings.
- Model responsibility for continued professional development, integrity, accountability, competence, and credentialing as a family psychiatric mental health nurse practitioner.

Curriculum

To achieve the master's degree, all students complete the nursing core courses. Students choosing the AG-ACNP, AG-CNS, FNP, PMHNP, 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.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

Nursing Core Courses (18 hours)

- NURS 601 - Roles for Advanced Nursing Practice **Credits: 1**
- NURS 602 - Evidence-based Practice for Advanced Nursing **Credits: 4**
- NURS 603 - Theoretical Foundations for Advanced Practice Nursing **Credits: 3**
- NURS 604 - Population Based Care and Health Policy **Credits: 3**
- NURS 605 - Healthcare Informatics for Advanced Nursing Practice **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**

Psychiatric Mental Health Nurse Practitioner (17 hours)

- NURS 661 - Psychopharmacology **Credits: 2**
- NURS 662 - Psychiatric Mental Healthcare of Families Across the Lifespan I **Credits: 5**
- NURS 663 - Psychiatric/Mental Health Care of Families Across the Lifespan II **Credits: 5**
- NURS 664 - Psychiatric/Mental Health Care of Families Across the Lifespan III **Credits: 5**

Master of Science in Occupational Therapy

812/465-1179

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.

The Master of Science in Occupational Therapy (MSOT) Program is designed for students who have a baccalaureate degree and are ready to apply for the entry-level graduate program in occupational therapy. The Master of Science in Occupational Therapy Program does not have a preference as to the major for the bachelor's degree as long as the required prerequisites courses are completed. The best undergraduate major is one in an area in which the student would enjoy working after obtaining the undergraduate degree and should be selected based on the student's interests. The MSOT Program is two years long, including

summers. The structure of the program is designed so that the academic and fieldwork portions of the curriculum are designed as full-time experiences.

At the University of Southern Indiana, the Occupational Therapy Program promotes academic and professional excellence by preparing students, distinguished for their strong clinical skills and high levels of professionalism, to become credentialed occupational therapy practitioners at the entry level.

At the time of graduation, the student will have acquired an education in liberal arts and sciences and have been exposed to a variety of service models and systems commonly used in current occupational service delivery.

The student will understand the importance of diversity in occupational therapy practice and be able to articulate adherence to ethical standards, values, and attitudes of occupational therapy practice.

Finally, the student will value the role of lifelong learning and remaining current in practice.

All of these goals are achieved as faculty demonstrate leadership in occupational therapy education, practices, scholarship, and service by sharing their expertise through innovative teaching strategies, presentations, publications, creative works, service provision, collaboration, consultation, and political action to enrich the occupational therapy profession.

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, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist 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). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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

The prospective student must be accepted for admission 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 www.usi.edu/health/occupational-therapy. 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.

MSOT applications will be available January 15-February 15 of year planning to be admitted to the fall class (students may apply during the last spring semester of their undergraduate degree).

Weighting consists of 60% MSOT prerequisite GPA, 40% undergraduate degree GPA, and appraisal of recommendation letters.

To apply students must:

- Have a cumulative GPA of 3.0 on a 4.0 scale in MSOT prerequisite requirements and undergraduate coursework.

- Complete a bachelor's degree by the end of USI's spring semester.
- Complete the required prerequisite courses with a grade of C or better by the end of USI's spring semester:
 - BIOL 121: Anatomy and Physiology 1
 - BIOL 122: Anatomy and Physiology 2
 - PSY 201: Introduction to Psychology
 - PSY 261: Lifespan Developmental Psychology
 - PSY 322: Abnormal Psychology
 - HP 115: Medical Terminology
 - HP 225: Pharmacology & Therapeutics
 - EXSC 383: Kinesiology
 - HP 302: Biostatistics
- Complete USI's Application for Admission to Graduate Studies and be accepted to USI's Office of Graduate Studies.
- Have official transcripts from all undergraduate/graduate institutions attended sent to the Office of Graduate Studies by February 15.
- Submit to the Office of Graduate Studies a \$40 non-refundable graduate application fee made payable to USI.
- Complete the USI OT Program Application. (Available January 15-February 15)
- Have two letters of recommendations, one professional letter from a previous employer or from a practicing Occupational Therapist and one academic letter from a professor or advisor in the applicant's undergraduate degree, sent to

Occupational Therapy Program
 University of Southern Indiana
 8600 University Boulevard
 Evansville, IN 47712

- Complete, based on your previous coursework, the USI OTP Prerequisite Audit Form.

* OT applications will not be accepted unless students have been accepted to USI's Office of Graduate Studies.

* Students are responsible for the coursework covered in the required MSOT Prerequisite courses. It is highly recommended that students keep their textbook from these classes for future references.

Curriculum

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 that may be located across the United States.

First Year-Fall Semester (18 hours)

- OT 611 - Disease and Occupation **Credits: 3**
- OT 623 - Psychosocial and Cognitive Strategies **Credits: 4**
- OT 624 - Fundamentals of OT Practice **Credits: 3**
- OT 631 - OT Theory and Clinical Reasoning **Credits: 4**
- OT 633 - Physical Disabilities/Orthopedics in Occupational Therapy **Credits: 4**

First Year-Spring Semester (18 hours)

- OT 637 - Occupational Interventions/Evidence Based Practice **Credits: 4**
- OT 641 - Occupational Therapy Research **Credits: 4**
- OT 643 - Occupational Considerations of Activities of Daily Living **Credits: 3**
- OT 652 - Applied Neuroscience **Credits: 3**
- OT 657 - Specialized Evaluation Strategies **Credits: 4**

First Year-Summer Session (7 hours)

- OT 651 - Professional Trends/Emerging Practice **Credits: 3**
- OT 663 - Occupation Centered Practice **Credits: 4**

Second Year-Fall Semester (18 hours)

- OT 662 - Professional Issues **Credits: 4**
- OT 671 - Occupational Therapy Leadership **Credits: 4**
- OT 683 - Advanced Occupational Therapy Research Strategies **Credits: 3**
- OT 695 - Professional Practicum Seminar A & B **Credits: 2**
- OT 699 - Occupational Therapy Synthesis **Credits: 5**

Second Year-Spring Semester (8 hours)

- OT 690 - Special Topics **Credits: 2**
- OT 696 - Professional Fieldwork I **Credits: 6**

Second Year-Summer Session (6 hours)

- OT 697 - Professional Fieldwork II **Credits: 6**

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 USIMSW@usi.edu 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. **February 1** is the application deadline for advanced standing applicants, those with a Bachelor of Social Work (BSW) degree. **March 1** is the deadline for non-BSW. 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:

1. Admission to Graduate Studies;
2. Earned bachelor degree from an accredited college/university before starting the program;
3. A cumulative grade point average (GPA) of 3.0 on a 4.0 scale for all undergraduate coursework attempted or a 3.0 GPA for the last 60 semester hours;
4. Evidence of writing skills compatible with graduate-level standards;
5. Evidence of potential to develop into a solid graduate-level professional social worker. A personal interview and/or additional evaluative data may be required of applicants;
6. Prerequisites: Applicants must complete prerequisite courses with a grade of C or better. Minimum of **24 hours** (eight courses) of social/behavioral sciences:
 - Introduction to psychology course or its equivalent;
 - Introduction to sociology course or its equivalent;
 - Social Work, psychology, sociology or other social science research methods course;
 - Social Work, psychology, sociology or other social science statistics course;
 - Four courses from any of the following disciplines: social work, psychology, anthropology, sociology, criminal justice, gender studies, political science or economics.

Prerequisite course content older than 10 years must be validated with a course description from a *University Bulletin* or *Course Catalogue*, submitted by the applicant, from the year the course was taken.

- Students transferring from other graduate programs must submit an *Evidence of Good Standing Verification Form*, available from the Social Work Department. Students may transfer, with approval, up to 12 graduate credit hours.

The MSW Program does not grant academic credit for life or work experience in lieu of social work course or field content.

7. International students are required to have a score of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 79 on the Internet-based TOEFL or 6 on the IELTS (International Language Testing System).

Note: It is the applicant's responsibility to provide all required materials to Graduate Studies and the Social Work Department by the application deadline.

Advanced Standing Requirements

Students with an earned BSW degree from a Council on Social Work Education (CSWE) accredited (or admitted to candidacy) program may be eligible to apply for advanced standing. Students must meet the requirements listed above as well as the following:

- Graduation within the last five years;
- Satisfactory completion of a 400-hour generalist field placement in direct practice with individuals, families, groups, and communities under appropriate social work supervision, submitting a copy of their final field internship evaluation.
- 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 the 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;
- 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

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 offer 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 **Credits: 3**
- SOCW 504 - Human Behavior and the Social Environment (HBSE) I **Credits: 3**
- SOCW 505 - Human Behavior and the Social Environment (HBSE) II **Credits: 3**
- SOCW 506 - The Foundation of Social Work Practice **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 510 - Social Welfare Policy and Service **Credits: 3**
- SOCW 511 - Graduate Field Placement I **Credits: 3**
- SOCW 512 - Integrated Field Placement Seminar I **Credits: 1**
- SOCW 601 - Clinical Assessment and Psychopathology in Social Work **Credits: 3**
- SOCW 602 - Clinical Planning and Treatment Process in Social Work **Credits: 3**
- SOCW 605 - Practice Evaluation **Credits: 3**
- SOCW 608 - Theories of Clinical Practice **Credits: 3**
- SOCW 610 - Human Diversity in Social Work Practice **Credits: 3**
- SOCW 611 - MSW II Graduate Field Placement **Credits: 2-4**
- SOCW 612 - MSW II Integrated Field Placement Seminar **Credits: 1-2**
- SOCW 652 - Family and Couples Therapy **Credits: 3**
- SOCW 660 - Clinical Practice with Groups **Credits: 3**
- SOCW 671 - Social Work Management in the Clinical Setting **Credits: 3**

SOCW Electives (6 hours)

Two electives chosen from 500-600 level courses within social work; courses outside the discipline require approval of MSW Program Director. For MSW/MPA dual degree students, both electives will be PA courses.

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 the MSW degree (36 hours).

MPA Curriculum

- PA 601 - Organizational Behavior **Credits: 3**
- PA 606 - Public Personnel Administration **Credits: 3**
- PA 609 - Budgeting **Credits: 3**
- PA 618 - Research Methods in Public Administration **Credits: 3**
- PA 632 - Public Administration **Credits: 3**
- PA 653 - Ethics in Public Administration **Credits: 3**

PA Electives (6 hours)

Choose two from the following:

- PA 605 - Foundations of Nonprofit 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 698 - Independent Study in Public Administration **Credits: 3**
- MPA Hours: 24**

Total MSW/MPA Hours: 85 (60 hours for advanced-standing students, BSW degree 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 toward 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 Public Administration, 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 - 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 **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, PA 684, PA 690 or PA 698 (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 611 - MSW II Graduate Field Placement
- SOCW 612 - MSW II Integrated Field Placement Seminar

Spring Semester:

- SOCW 652 - Family and Couples Therapy **Credits: 3**
- One course chosen from PA 605, PA 631, PA 644, PA 684, PA 690 OR PA 698 (Credits: **3**)¹

- 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**
- SOCW 660 - Clinical Practice with Groups **Credits: 3**
- 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 - 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 **Credits: 3**

Summer Semester:

- One or two courses chosen from PA 605, PA 631, PA 644, PA 684, PA 690 or PA 698 (Credits: **3-6**)¹

Second Year

Fall Semester:

- SOCW 611 - MSW II Graduate Field Placement
- SOCW 612 - MSW II Integrated Field Placement Seminar
- SOCW 652 - Family and Couples Therapy **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**
- SOCW 660 - Clinical Practice with Groups **Credits: 3**
- 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.

Post Master's (MSN) Certificate

MSN prepared nurses may apply for admission and receive a post master's certificate in the AG-ACNP, AG-CNS, FNP, PMHNP, NED, and NML specialties.

Admission to the Post-Master's Certificate program requires admission to the USI Office of Graduate Studies which includes a copy of the MSN transcript and admission to the CNHP Graduate Nursing Program.

To complete the AG-ACNP, FNP, PMHNP, or AG-CNS Post Master's Certificate option, the applicant must:

1. Provide documentation of successful completion of a Pathophysiology course.
2. Provide documentation of successful completion of a graduate level Pharmacology course within the last five years. If the pharmacology course is older than five years, student must complete a 3 credit hours graduate level pharmacology course.
3. Successfully complete the advanced health assessment course and the required specialty courses.

To complete the NED Post Master's Certificate option, the applicant must complete 15 credit hours (3 courses) in the Nursing Education track. Review of the advanced pathophysiology, pharmacology, and health assessment courses will be complete on an individual level. Students may be required to complete all or selected courses in advanced pathophysiology, pharmacology, and health assessment.

To complete the NML Post Master's Certificate option, the applicant must complete 24 credit hours (8 courses) in the Nursing Management and Leadership track.

Course Descriptions

Accounting

Accounting (ACCT) description

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: Fall

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: Spring

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 MBA director.

Administrative Systems/Business Education

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.

Art

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.

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.

Art Education

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.

Art History

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.

Biology

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 only as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory per week.

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.

Business Law

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: Spring

Chemistry

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 only as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory per week.

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 .

Communications

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 610 - Seminar in Interpersonal Communication

Credits: 3

Introduction to the many ways that we, as human beings, communicate in and about interpersonal relationships. This seminar has been designed to integrate numerous theoretical and methodological perspectives on interpersonal communication in order to give students a broader scope of how interpersonal messages and interpersonal communication processes are enacted, mediated, conceptualized, and studied. Students will read and analyze how messages are communicated and interpreted in interpersonal contexts. Through studying these diverse interpersonal processes, students should become more aware of how these processes influence and impact each other.

Repeatability: Maximum of six hours with topic change.

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: Repeatability 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 640 - Independent Study in Communication

Credits: 3

This course provides students in the Master of Arts in Communication program the opportunity to conduct basic or applied research or scholarly engagement on a topic or problem in communication that is not otherwise covered in the curriculum.

Prerequisite(s): All topics and plans of study must be approved by the program director in conjunction with a designated instructor of record.

Repeatability: Maximum of six hours with topic change.

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.

Computer Information Systems

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: Fall

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.

Decision Sciences

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: Fall

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.

Economics

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: Fall

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: Spring

ECON 699 - Independent Study

Credits: 1-3

Supervised study or research in a specific area of economics.

Prerequisite(s): consent of MBA director.

Education

EDUC 196 is a prerequisite for all subsequent courses with the exception of EDUC 201 or EDUC 202, which may be taken concurrently.

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.

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.

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.

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.

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.

Grading Pass/No Pass

Term(s) Offered: Fall, Spring

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 Core 39, 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 Research Seminar in 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 MSE 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 Principalship

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.

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.

EDUC 683 - Leadership in the Principalship

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.

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.

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.

EDUC 686 - Management of Human Resources in the Principalship

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.

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.

English

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): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

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 608 - Survey of Literary, Rhetorical, and Composition Theory

Credits: 3

Focusing on the study of the construction of texts through reading and writing, this course introduces students to the graduate-level study of literary, rhetorical, and composition theory, which are the three major kinds of theory studied and developed in the study of English today. It examines each of the three kinds of textual theory as discrete entities, and it examines the areas of overlap among the three. Students will become conversant in all three kinds of theory and will be able to enact them in the appropriate contexts.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

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.

ENG 615 - The History of Rhetoric

Credits: 3

This course is an elective in the Studies in Rhetoric and Composition sequence of the English M.A. curriculum. It provides a historical foundation for rhetoric and composition studies by concentrating on a specific era or set of eras in the history of rhetoric, such as the Classical Era, the Medieval Period, to the Enlightenment, or the Nineteenth and Twentieth Centuries. The course examines important definitions and discussions concerning the nature and purpose of rhetoric and philosophical, poetic, psychological, and social relations and implications of rhetoric in the given historical period. Attention is paid to the era's implications for rhetoric in the twenty-first century.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 624 - British Literature of the Middle Ages

Credits: 3

This course will contribute to the breadth and depth of student understanding of British literature and history of the early, middle, and late Middle Ages, a period running approximately from 500 CE to 1500 CE. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 626 - British Literature of the Early Modern Period

Credits: 3

This course will contribute to the breadth and depth of student understanding of British literature and history of the Early Modern Era, a period running approximately from 1485-1660. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 628 - British Literature of the 18th and 19th Centuries

Credits: 3

This course will contribute to the breadth and depth of student understanding of British literature and history of the eighteenth and nineteenth centuries. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 632 - American Literature to the Civil War

Credits: 3

This course will contribute to the breadth and depth of student understanding of American literature and history from the European Colonization of North America to the middle of the Nineteenth Century. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 634 - American Literature from the Civil War to the Present

Credits: 3

This course will contribute to the breadth and depth of student understanding of American literature and history from the middle of the Nineteenth Century to the present. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 642 - Teaching Creative Writing

Credits: 3

This course will contribute to the breadth and depth of student understanding of pedagogical approaches to teaching creative writing. It will achieve these goals by considering a variety of literary forms and genres and through theoretical concerns related to the teaching of creative writing. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 644 - Teaching Literature

Credits: 3

This course will contribute to the breadth and depth of student understanding of pedagogical approaches to teaching literature at the college level. It will achieve these goals by considering a variety of texts and genres from a number of cultural and historical perspectives and through theoretical concerns related to the reading and teaching of literature at the college level. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

ENG 672 - World Literature

Credits: 3

This course will contribute to the breadth and depth of student understanding in World literature in a variety of historical contexts. It will achieve these goals by considering important topics and/or major authors. Topics may vary.

Prerequisite(s): Admission to the Master of Arts in English (MAE) program or permission from the Director of the MAE program.

Exercise Science

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.

Finance

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: Fall

FIN 699 - Independent Study

Credits: 1-3

Supervised study or research in a specific area of finance.

Prerequisite(s): consent of MBA director.

French

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.

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.

Gerontology

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.

Health Administration (graduate)

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: Fall

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: Fall

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: Fall

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: Spring, Summer

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: Summer

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: Spring

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: Spring

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: Spring

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: Fall

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: Summer

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: Summer

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.

Grading Pass/No Pass
Term(s) Offered: Fall

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.

Grading Pass/No Pass.
Term(s) Offered: Spring

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.

Grading Pass/No Pass
Term(s) Offered: Summer

Health Professions

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: Fall

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: Spring

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: Fall

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: Spring

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: Summer

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.

History

Following certain course descriptions are the designations: F, Sp, Su, A. These indicate the semesters fall, spring, summer, alternating, in which the course is normally offered and are intended as an aid to students planning their programs of study.

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.

Industrial Management

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.

Journalism

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).

Kinesiology

Except for KIN 186 and KIN 191, any 100-level KIN course may be used to satisfy the physical activity/fitness requirement in the University Core Curriculum. Students will demonstrate sports skills with an understanding of rules, terminology, strategy, and etiquette necessary for participation in physical activity.

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.

Liberal Studies

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. Repeatable, 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. Repeatable 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.

A social sciences core course in the MALS program.

Prerequisite(s): No prereq.

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.

Prerequisite(s): No prereq.

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.

Prerequisite(s): No prereqs.

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.

Grading 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.

Management

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: Fall

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: Fall

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: Spring

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.

Marketing

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: Fall

MKTG 699 - Independent Study

Credits: 1-3

Supervised study or research in a specific area of marketing.

Prerequisite(s): consent of MBA director.

Mathematics

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.

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.

Nursing

NURS 570 - Special Topics in Nursing

Credits: 1-3

This course 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: 4

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: Fall

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: Fall

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: Spring, Summer

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: Summer

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: Spring, Summer

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: Fall, Summer

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: Summer

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: Fall

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: Spring

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: Spring

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: Summer

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: Spring

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: Fall

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: Fall

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: Spring

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: Fall

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: Spring

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: 5 (3 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 Nursing Assessment and Intervention II

Credits: 5

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: 5

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: 5

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: Fall

NURS 655 - Primary Care Nursing of Families II

Credits: 5

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: Spring

NURS 656 - Family Nurse Practitioner Practicum

Credits: 5

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: Summer

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 Across the Lifespan I

Credits: 5

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 Health Care of Families Across the Lifespan II

Credits: 5

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 of Families Across the Lifespan III

Credits: 5

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: 4

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: Fall

NURS 672 - Teaching Strategies for the Nurse Educator

Credits: 4

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: Spring

NURS 673 - Evaluation Strategies for the Nurse Educator

Credits: 3

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: Summer

NURS 674 - Management of Acutely Ill Adults I

Credits: 5

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: Fall

NURS 675 - Management of Acutely Ill Adults II

Credits: 5

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: Spring

NURS 676 - Management of Acutely Ill Adults III

Credits: 5

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: Summer

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 678 - Nurse Educator Role Integration

Credits: 4

This course facilitates the integration of the NED role dimensions of clinician, researcher, educator, change agent, and leader. Through the implementation of a clinical education project, the student will apply theoretical knowledge in the clinical setting. Examples: evaluation of student clinical learning; learning modules for staff or students involved on a designated education unit; post-conference modules; implementation of QSEN in the clinical setting; program focused on staff development or program focusing on patient centered care.

Prerequisite(s): NURS 671.

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 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.

Grading Pass/No Pass/In Progress

NURS 867 - Capstone 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.

Grading 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).

Grading 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).

Grading 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).

Grading 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).

Grading Pass/No Pass/In Progress

Occupational Therapy

Following certain course descriptions are the designations: F, Sp, Su. These indicate the terms (fall or spring semesters, or summer sessions) in which the course is typically offered and are intended as an aid to students planning their programs of study.

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 611 - Disease and Occupation

Credits: 3

This course focuses on the role of occupation throughout the lifespan in relation to the acute and chronic human disease processes. Students will develop critical analysis and problem solving skills relating to the occupational function and dysfunction continuum while exploring therapeutic OT treatment approaches.

Prerequisite(s): Bachelor's degree, acceptance into the MSOT Program, and successful completion of required prerequisites.

OT 623 - Psychosocial and Cognitive Strategies

Credits: 4

This course emphasizes the examination of appropriate theoretical frameworks, the application of purposeful activities, and occupations as therapeutic interventions for psychosocial and cognitive occupational performance across the lifespan. Psychosocial subcomponents include psychological skills (values, interests, self-concept), social skills (role performance, social conduct, interpersonal skills, and self-expression), and self-management abilities (coping skills, time management, and self-control). Cognitive subcomponents include level of arousal, orientation, attention span, memory, sequencing, categorization, reasoning, executive functioning, problem solving, learning, and generalization.

Prerequisite(s): Bachelor's degree and acceptance into the MSOT Program.

OT 624 - Fundamentals of OT Practice

Credits: 3

The emphasis of this course is the development of professional level skills in the areas of listening, speaking, reading, and writing in regard to occupational therapy practice. This course includes skills such as interviewing, group interaction, documentation to ensure accountability, critical reading of research and scholarly papers, and public speaking. Additionally, students learn the history and philosophical base of occupational therapy practice as well as ethical aspects of practice.

Prerequisite(s): Bachelor's degree and acceptance into the MSOT Program.

OT 631 - OT Theory and Clinical Reasoning

Credits: 4

This course presents developmental and application of theoretical constructs, practice models, and frames of reference that relate to the profession of occupational therapy. Students will examine historical antecedents and socio-political contexts that led to the development of the profession. In addition, students will identify, examine, and apply various types of clinical reasoning pertinent to critical thinking and to the occupational therapy process.

Prerequisite(s): Bachelor's degree, acceptance into the MSOT Program.

OT 633 - Physical Disabilities/Orthopedics in Occupational Therapy

Credits: 4

Providing a focus in the areas of physical disabilities 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. Students gain skills in evaluation and treatment regarding environmental adjustments, splints, orthotics, assistive technology, adapted equipment, physical agent modalities, and other technology.

Prerequisite(s): Bachelor's degree and acceptance into the MSOT Program.

OT 637 - Occupational Interventions/Evidence Based Practice

Credits: 4

This course emphasizes the study of intervention principles, strategies, and theoretical bases in relation to the practice of occupational therapy throughout the lifespan. Emphasis is placed on clinical reasoning, evidence-based service provision, best practices, and quality assurance. Students examine factors affecting occupation and occupational performance such as environmental demands, available resources, media, modalities, and collaboration with all involved individuals in relation to intervention strategies.

Prerequisite(s): Successful completion of OT 611, OT 623, OT 624, OT 631, and OT 633.

OT 641 - Occupational Therapy Research

Credits: 4

This course is designed to provide an introduction to the philosophical underpinnings of inquiry, the importance of research, the traditions of research, and essential components of research. Focus will be placed on learning different aspects of quantitative and qualitative research designs as well as the ethical concerns of research.

Prerequisite(s): Bachelor's degree with acceptance into the MSOT Program. Successful completion of OT 611, OT 623, OT 624, OT 631, and OT 633.

OT 643 - Occupational Considerations of Activities of Daily Living

Credits: 3

Focusing on purposeful and meaningful activities throughout the lifespan, this course addresses enhancement of occupational engagement using ADL and IADL in relation to areas of occupation, performance skills and patterns, contexts, activity demands, and client factors.

Prerequisite(s): Bachelor's degree, acceptance into the MSOT Program and successful completion of OT 611, OT 623, OT 624, OT 631, and OT 633.

OT 651 - Professional Trends/Emerging Practice

Credits: 3

Student will explore and integrate factors contributing to trends within the practice of occupational therapy while formulating opportunities for the expanding the practice of occupational therapy into emerging areas of practice.

Prerequisite(s): Successful completion of OT 637, OT 641, OT 652, OT 657, and OT 643.

OT 652 - Applied Neuroscience

Credits: 3

Providing a focus in the area of neuroscience, this course explores the structural and functional concepts of the human nervous system including etiology, clinical course, management, 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 occupations of individuals across the lifespan.

Prerequisite(s): Successful completion of OT 611, OT 623, OT 624, OT 631, and OT 633.

OT 657 - Specialized Evaluation Strategies

Credits: 4

Focusing on the OT evaluation process, this course uses application of tests and measurement principles. During the OT process, the emphasis for this course is placed on gathering initial evaluative data, determining and documenting the need for skilled therapy services, individualized treatment planning, reevaluation, and discharge planning while selecting appropriate and EBP standardized and nonstandardized basic and specialized OT assessment tools. The professional relationship with occupational therapy assistants in the evaluation process will also be addressed.

Prerequisite(s): Bachelor's degree, acceptance into the MSOT Program, and successful completion of OT 611, OT 623, OT 624, OT 631, and OT 633.

OT 662 - Professional Issues

Credits: 4

This course provides opportunities to integrate the practice of occupational therapy with current political, social, economic, professional, and cultural factors at play in practice environments. Students will analyze the health care and wellness systems of the U.S. and the diversity of players impacting occupational therapy practice. While gaining insight into the standards set by professional, political, and economic players, students will develop an understanding of the need to assume individual responsibility for planning their professional development in order to maintain a level of practice consistent with current standards and expectations.

Prerequisite(s): Successful completion of OT 651 and OT 663.

OT 663 - Occupation Centered Practice

Credits: 4

Focusing on the core belief of occupational science, this course explores the historical concept, value, and meaning of occupation while building upon underlying theoretical constructs. Elements of analyzing tasks and activities central to individual wellness and function will also be examined.

Prerequisite(s): Bachelor's degree, acceptance into the MSOT Program, and successful completion of OT 637, OT 641, OT 643, OT 652, and OT 657.

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: Fall

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: Fall

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: Spring

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: Fall

OT 695 - Professional Practicum Seminar A & B

Credits: 2

This practicum course is designed to provide an introduction to fieldwork and application of occupation and occupational performance. Focus will be placed on providing fieldwork opportunities to students to demonstrate clinical skills while analyzing fieldwork matters and integrating fieldwork experience with occupational therapy process and practice issues. This course will include two 40 clock hour Level I fieldwork experiences.

Prerequisite(s): Successful completion of OT 651 and OT 663.

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 (Core 39) 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: Fall, Spring, Summer

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 (Core 39) 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: Fall, Spring, Summer

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: Fall

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: Spring

Physical Education Teaching

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.

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.

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.

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.

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.

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.

Public Administration

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

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 - 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 in Public Administration

Credits: 3

This capstone course is the final required course in the Master of Public Administration program. Students in this seminar will be required to complete a capstone project, which is based on assessing a student's ability to relate theoretical knowledge and skills learned in the MPA program and apply them to solve a problem or issue in a practical work situation. The proposed projects require students to work collaboratively in teams, collect and analyze data, present their findings and results, and propose possible solutions.

The MPA program director has contacted government and nonprofit agencies in the greater Evansville area, Southwestern Indiana and the Tri-State region for projects that serve a wide variety of clients that could be completed by a team of 3-4 students within a 15-week period. In developing the final list of potential projects, the instructor attempted to provide variation in subject

matter (i.e. projects that focused on management in a nonprofit organization versus public sector management).

Prerequisite(s): This course can only be taken in the spring of the final year of the student's program.

Term(s) Offered: Spring

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.

Social Work

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.

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: Fall

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: Fall

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: Spring

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: Fall, Spring

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: Fall, Spring

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: Spring

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: Spring

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: Spring

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: Summer.

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: Summer.

SOCW 601 - Clinical Assessment and Psychopathology in Social Work

Credits: 3

This advanced course will focus on the process of clinical assessment and psychopathology from the perspective of social work practice. The emphasis is on developing differential diagnostic skills. Students will utilize bio-psychosocial and ethno-cultural frameworks for organizing assessment data and formulating diagnostic understanding with a view on the utility for clinical social work practice in varied settings with diverse populations. The Diagnostic and Statistical Manual of Mental Disorders (DSM) and other schemes for assessing and understanding 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: Fall

SOCW 602 - Clinical Planning and Treatment Process in Social Work

Credits: 3

Building upon SOCW 601 and previous practice courses, this advanced level course provides an in-depth focus on the process of clinical planning and intervention in social work practice. The development and application of advanced clinical reasoning will be a major focus. Utilizing a bio-psychosocial and ecosystems framework, students will learn to critically evaluate, select, and apply best practices and research-informed interventions to a variety of psychosocial and mental health concerns across diverse populations. 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: Spring

SOCW 605 - Practice Evaluation

Credits: 3

Practice and program 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, treatment interventions, and programs. Specifically, the course integrates the scientific method into direct practice, examining the theoretical and practical applications of outcome and process evaluation research. Students complete a capstone project using a client or program from their field internship, presented at the end of the semester, a requirement of both the course and MSW degree.

Prerequisite(s): admission to the MSW program and completion of all 500-level core classes or advanced standing status.

Term(s) Offered: Fall, Spring.

SOCW 608 - Theories of Clinical Practice

Credits: 3

This course 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.

Prerequisite(s): admission to the MSW program and completion of all 500-level core classes or advanced standing status.

Term(s) Offered: Fall.

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: Summer.

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: Fall, Spring

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: Fall, Spring

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: Spring

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: Spring

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: Fall, Summer

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: Fall, Summer.

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 and use of therapeutic groups in social work practice. In particular, it is about working with populations at risk 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-group theory and how to apply therapeutic group principles. The brief therapy model is introduced and applied to various client populations.

Prerequisite(s): admission to the MSW program and second year or advanced-standing status.

Term(s) Offered: Fall, Summer.

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 human service organizations 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 social agency. 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: Fall, Summer.

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: Spring

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: Summer.

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.

Sociology

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.

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 .

Spanish

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.

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.

Sport Management

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.

Romain College of Business

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 and Director of Accounting Programs

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

Business - Dean's Office

Master of Business Administration

812/464-1926

College of Liberal Arts

www.usi.edu/liberalarts

Michael K. Aakhus, M.F.A., Dean

Thomas D. Bordelon, Ed. D., Assistant Dean

Michael D. Dixon, Ph.D., Assistant Dean

Karen H. Bonnell, Ph.D., Interim Director, Master of Arts in Communication

Charles A. Conaway, Ph.D., Director, Master of Arts in English

Vaughn A. Decoster, Ph.D., Director, Master of Social Work

Matthew J. Hanka, Ph.D., Director, Master of Public Administration

Stephen C. Zehr, Ph.D., Interim Director, Master of Arts in Liberal Studies

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; World Languages and Cultures; 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, a similar number of minors, and five Masters programs.

Communications

Master of Arts in Communication

812/464-1968

English

Master of Arts in English

812-461-5435

Master of Arts in Liberal Studies

812/465-7015812/465-7015-7015

Political Science and Public Administration

Master of Public Administration, Non-profit Administration

812/461-5204

Master of Public Administration, Public Sector Administration

812/461-5204

Social Work

Master of Social Work and Master of Public Administration

Master of Social Work/Master of Public Administration (MSW/MPA) Dual Degree Program

Master of Social Work

812/464-1843

College of Nursing and Health Professions

health.usi.edu

Ann White, RN, PhD, MBA, Dean

Mary Kay Arvin, OTD, OTR/L, Chair, Occupational Therapy Assistant Program

Jeri Burger, PhD, RN, Chair, RN Completion Program

Deborah Carl Wolf, RDH, MEd., Assistant Dean, Chair, Dental Hygiene Program

Mary C. Ehlman, BA, MSW, MBA, PhD., Director, Center for Healthy Aging and Wellness Program

Claudine Fairchild, RT(R) (M), RDMS, MS, Chair, Diagnostic Medical Sonography Program

Melissa Hall, RN, DNP, FNP-BC, ANP-BC, GNP-BC, Chair, Graduate Nursing Program

Janet Kilbane, OTD, Interim Chair, Occupational Therapy Program

Kimberly Parsons, MEd., CDA, EFDA, RDH, Chair, Dental Assisting Program

Wesley Phy, BS, RRT, Chair, Respiratory Therapy Program

Julie McCullough, Ph.D., R.D., Chair, Food and Nutrition Program

Martin Reed, R.T.(R), Ph.D., Chair, Radiologic and Imaging Sciences Program

Mayola Rowser, BSN, MSN, DNP, Ph.D., Assistant Dean

Constance Swenty, RN, BSN, MSN, DNP, Chair, Undergraduate Nursing Program

Kevin Valadares, Ph.D., Chair, Health Administration Program

Frank Ward, EdD, MSA, PA, Chair, Health Services Program

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 www.usi.edu/health.

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, Cedar Hall School, and Lodge Community School 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 graduate programs in the College of Nursing and Health Professions must apply for admission to the University (Office of Graduate Studies) 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 graduate 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.

Health Services

Master of Health Administration

812/461-5334

Master of Health Administration, Health Informatics

812/461-5334

Nursing

Doctor of Nursing Practice, Advanced Nursing Practice

Doctor of Nursing Practice, Organizational and Systems Leadership

Master of Science in Nursing, Adult-Gerontology Acute Care Nurse Practitioner

Master of Science in Nursing, Adult-Gerontology Clinical Nurse Specialist

Master of Science in Nursing, Family Nurse Practitioner

Master of Science in Nursing, Nursing Education

Master of Science in Nursing, Nursing Management and Leadership

Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner

Occupational Therapy

Master of Science in Occupational Therapy

812/465-1179

Pott College of Science, Engineering, and Education

www.usi.edu/science

Scott A. Gordon, Ph.D., Dean

Mark Krahlung, Ph.D., Associate Dean

Bonnie Beach, Ph.D., Associate Dean

Glenna G. Bower, Ph.D., Assistant Dean

Brent Summers, Ph.D., Chair, Department of Biology

Jeff Seyler, Ph.D., Chair, Department of Chemistry

Zane Mitchell, Ph.D.; Chair, Department of Engineering

William S. Elliott, Jr., Ph.D., Chair, Department of Geology and Physics

Glenna G. Bower, Ph.D., Chair, Department of Kinesiology and Sport

Kathy V. Rodgers, Ph.D., Chair, Department of Mathematics

Bonnie Beach, Ph.D., Interim Chair, Department of Teacher Education

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. The college also offers an Associate of Science degree program in Early Childhood Education, a Master of Science in Industrial Management degree program, and a Master of Science in Education degree program with several curricular options.

Engineering

Master of Science in Industrial Management

812/464-1877

Teacher Education

Master of Science in Education

812/464-1620

Master of Science in Education, Kinesiology, Health and Sport

Master of Science in Education, Mathematics Teaching

Master of Science in Education, School Administration and Leadership

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.

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.

Creative and Print Services

Creative and Print 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 Creative and Print Services for the University community. All publications, whether produced in house or outsourced by the Creative and Print Services office, must be reviewed and approved by the director for quality, content, University standards, logo/word mark usage, and postal regulations. Any off-campus printing or copying must have prior authorization from the director of Creative and Print Services. Projects are initiated using the Creative and Print Services Requisition form in Outlook.

For assistance with publication planning, design, and printing, contact the Creative and Print 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. Creative and Print 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 – Creative and Print 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, booklet maker, power stapler, 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 – Creative and Print 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 – Creative and Print 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 Creative and Print Services. All toner, paper, service, and the capital investment expenses are centralized in Creative and Print 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.

Fleet 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 Creative and Print 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 Creative and Print 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, Creative and Print Services works with the assistant vice president for Marketing and Communications in logo and brand management for the University. Employees and off-campus vendors should review and abide by the usage guidelines available at www.usi.edu/brand. Off-campus vendors are required to obtain sanctioned logos through the licensing program administered by a professional licensing firm. Information regarding this process can be found on the website. A selection of USI logos is available for University departmental usage. Permission from Creative and Print Services' 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.

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.

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

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 different 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.

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.

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.

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.

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 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-

age 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.

University Communications

University Communications is a department within University Relations and is part of the Marketing and Communications unit. University Communications includes Photography and Multimedia and Athletic Communications. The goal of University Communications is to reinforce the overall brand of the University and to create an avenue for communication between USI and its various constituents, both internal and external.

University Communications reaches out to University offices to help with editorial development including content for publications, the USI website, marketing, recruitment, video production, and social media. University Communications publishes *USI Today*, the online employee newsletter; *USI Magazine*, the official magazine of the University, *Synapse Magazine* for the College of Nursing and Health Professions; and newsletters for the other colleges within the University.

The University Communications website www.usi.edu/news includes links to news, press release archives, faculty and staff achievements, the headshot database, university publications, photography services, USI Today, the Editor's Manual, USI calendar, campus map and emergency procedure.

Media Relations

University Communications employs a media relations specialist who develops relationships with local, regional and national media. University Communications provides copy and photographs for news releases, media pitches, and media events both on and off campus. The office handles all media requests and coordinates media visits to campus as well as providing sources for media stories. University Communications is also responsible for maintaining the University's official social media channels.

Photography

Photojournalists take photographs and keep photo records of all facets of the University's academic and campus events, including athletics. Photographs are used for a variety of purposes including University publications, website, marketing pieces, media requests, and archives. Photography and Multimedia also provides studio services, maintains a headshot database, and provides photographs to the public through the use of social media and online galleries.

Athletic Communications

Athletic Communications works with USI Athletics to handle all aspects of communication, both internal and external, for the University's 15 NCAA Division II sports.

For more information, contact John Farless, director of University Communications at jafarless@usi.edu or 812/228-5157.

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.

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