

IU Kokomo Academic Bulletin

A new year and a new bulletin! As you can see the look of the bulletin has changed. The new face-lift allows you to easily search the Bulletin along with adding quicker and easier access to IU Kokomo's main web pages. The catalog has also become an annual publication, allowing changes to programs and courses to occur more quickly. Each student needs to follow the bulletin that coincides with the year he or she entered IU Kokomo and each student should follow the major program requirements that are in effect when they were admitted to the program.

Academic bulletins contain official information related to undergraduate and graduate academic programs and regulations. Bulletins are for information purposes only and do not constitute any contractual agreement between a student and Indiana University. While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.

Overview

Indiana University

Indiana University was founded in 1820 at Bloomington and is one of the oldest institutions of higher education west of the Allegheny Mountains. Its facilities and programs are internationally known for their excellence and diversity. With 109,000 full- and part-time students on eight campuses, as well as a faculty of more than 6,000, Indiana University is one of the largest universities in the nation. The university offers 5,000 courses of instruction and 880 degree programs, and it attracts students from all 50 states and more than 150 countries.

Indiana University has eight campuses: Indiana University Bloomington, Indiana University–Purdue University Indianapolis, Indiana University Northwest (Gary), Indiana University South Bend, Indiana University–Purdue University Fort Wayne, Indiana University Kokomo, Indiana University Southeast (New Albany), and Indiana University East (Richmond). It also offers courses through Columbus, Elkhart, and many other sites. The university puts quality education within reach of all Indiana citizens.

Indiana University Kokomo

Indiana University Kokomo was built upon the foundations of another institution, the Kokomo Junior College. Organized in 1932, the Junior College offered a basic two-year collegiate program. Throughout its 13-year history, it maintained an average enrollment of about 75 students.

In 1945, the Junior College asked Indiana University to assume its function and to establish an extension center in the former Junior College building at 508 West Taylor Street. In 1947, to accommodate steadily increasing enrollment, the university purchased the Seiberling-Kingston mansion at 1200 West Sycamore Street.

IU Kokomo's main classroom building was occupied in 1965 on South Washington Street. Housing classrooms, lounges, faculty research facilities, and a community auditorium, it is located on a 51-acre site in the southern part of the city.

Mission Statement

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of north central Indiana through effective teaching, learning, and civic engagement and by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity and inclusion, and strengthening the economic and cultural vitality of the region and the state through a variety of community engagement, partnerships and programs.

Accreditation

Indiana University Kokomo is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, which is located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504.

Campus Commitment to Assessment of Student Learning

As a reflection of our commitment to the student learning mission of IU Kokomo, the campus community is actively engaged in ongoing, systematic assessment of student learning. This process gives faculty information on how effectively academic programs are meeting their goals for student learning and provides guidance for enhancing those programs. In addition, ongoing, systematic assessment is required for the campus to continue to meet the accreditation standards of the North Central Association/Higher Learning Commission.

The faculty in the various degree programs develop the student learning outcomes for their programs and are responsible for assessing those outcomes. As part of this process, students will be asked to participate in activities such as surveys, standardized exams, or focus groups. In addition, student performance on examinations, quizzes, papers, or other assignments in a course may be used to assess learning outcomes. In all cases, the purpose is to assess the effectiveness of the program as a whole in achieving its student learning goals. So assessment results are aggregated. No individual students or faculty are identified in any assessment report.

Students who have questions about student learning assessment, or are interested in obtaining the results of a program's assessment of student learning may contact the Dean of the School in which the program resides.

Contact

[Indiana University Kokomo](http://www.iuk.edu)

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Kokomo, IN 46904-9003

Phone: (765) 453-2000

www.iuk.edu

IU Kokomo Academics

Library

Yan He, Dean

The Indiana University Kokomo Library is the academic hub of the Kokomo campus, providing the space, services and resources necessary to support and facilitate academic success.

As part of one of the nation's largest university library systems, the Library provides access to millions of books, journals and other scholarly resources, in paper and electronic format, through local collections and interlibrary loan services. The Library is also designated as a Federal Depository Library serving the 4th Congressional District.

At the Research Help Desk, Library faculty offer convenient research assistance in-person and via phone, chat, or e-mail. For more in-depth research consultation, students may schedule an appointment with Library faculty. Online tutorials, and reference and research guides are available anytime, 24/7, to provide help with using the Library's varied resources. The Library faculty offers additional curriculum support by teaching information literacy concepts and skills in the classroom.

The Library offers both individual and collaborative workspace for students and is equipped with computers, scanners, printers and an array of software applications. IU Secure wireless access will accommodate the use of personal devices. Additionally, the Library is home to the Writing Center and University Information Technology Services (UITS) including the IT Helpdesk and IT Training & Consulting.

Degree Programs: **School of Business ([visit website](#))**

Programs AACSB Accredited

Bachelor's Degrees

- Bachelor of Science in Business with majors in:
 - Accounting
 - Finance
 - Human Resources
 - Management
 - Marketing

Minors

- Business Minor
- Marketing Minor
- Human Resources Minor for Non-Business Majors
- Marketing Minor for Non-Business Majors

Master's Degrees

- Master of Business Administration
 - Accounting Concentration
 - Business Analytics Concentration
 - Finance Concentration
 - HR Management Concentration

Postbaccalaureate Certificates

- Post Baccalaureate Certificate in Accounting
- Post Baccalaureate Certificate in Business Fundamentals

Post-Graduate Certificate

- Business Analytics Graduate Certificate

Degrees and Programs within the School of Business (not AACSB reviewed)

- Bachelor of Science in Hospitality and Tourism
- Bachelor of Science in Public Administration and Health Management
- Bachelor of Science in Sport and Recreation Management
- [Master of Public Management](#)
- [Minor in Hospitality and Tourism](#)
- [Minor in Health Management](#)
- [Minor in Public Administration](#)
- Minor in Sport Marketing and Management
- [Post Graduate Certificate in Health Management](#)
- [Post Graduate Certificate in Public Management](#)

IU Regional Online Collaborative Degree

- Bachelor of Applied Science
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration (AACSB Accredited)
- Master of Science in Management
- Master of Science in Strategic Finance

School of Education ([visit website](#))

Bachelor's Degrees

- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education
- **With Teaching Major Areas in:**
 - Exceptional Needs–Mild Intervention
 - Fine Arts/Visual Arts
 - Language Arts
 - Mathematics
 - Science
 - Social Studies

Dual Degree Programs

- History/Political Science
- Mathematics

Minors

- Early Childhood Education
- English as a New Language
- Music Education
- Special Education

Graduate Certificates

- [Transition to Teaching \(T2T\)-Secondary Education](#)
- Elementary Education

IU Regional Online Collaborative Master of Arts for Teachers degrees

- Biology
- Chemistry
- History
- Mathematics
- Political Science

IU Regional Online Collaborations in Education

- Eds Educational Leadership
 - Eds School Psychology
 - MEd Educational Leadership
 - MEd Educational Technology for Learning
-

School of Humanities and Social Sciences ([visit website](#))

Interdisciplinary Minors

- International Studies
- Pre-Law

Department of Communication and Performing Arts

Bachelor of Arts in Communication with concentrations in:

- Journalism
- Public Communications
- Public Relations/Corporate Communications

Bachelor of Science in Communication with concentrations in:

- Journalism
- Public Communications
- Public Relations/Corporate Communications

IU Regional Online Collaborative Graduate Certificate

- Communication

Bachelor of Arts in Humanities

- Bachelor of Arts in Humanities

Minors

- Communication
- Music
- Theatre

IU Regional Online Collaborative Master Degree

- Master of Liberal Studies

Department of Criminal Justice and Homeland Security

Bachelor's Degrees

- Bachelor of Science in Criminal Justice

Minors

- Criminal Justice
- Digital Forensics
- Disaster Management
- Forensic Investigation
- Homeland Security and Emergency Management
- Private Security

Certificates

- Correctional Management and Supervision
- Homeland Security and Emergency Management
- Public Safety

IU Regional Online Collaborative Degree

- Master of Science in Criminal Justice and Public Safety

Department of English and Language Studies

Bachelor's Degrees

Bachelor of Arts in English **with concentrations in:**

- Language and Literature
- Writing, Rhetoric, and Digital Media (WRDM)

Minors

- English-Creative Writing
- English-Professional Writing

- English-Literature
- Film Studies
- Spanish

Certificates

- Professional Writing Certificate
- Spanish

IU Regional Online Collaborative Certificates

- Graduate Certificate in Composition Studies
- Graduate Certificate in Language and Literature
- Graduate Certificate in Literature
- Graduate Certificate in Spanish

IU Regional Online Collaborative Degree

- Bachelor of Science in Spanish
- Master of Arts in English

Department of History, Political Science, and Philosophy

Bachelor's Degrees

- Bachelor of Arts in History/Political Science with a concentration in:
 - Pre-Law
- Bachelor of Science in History/Political Science with a concentration in:
 - Pre-Law

Minors

- History
- Philosophy
- Political Science

IU Regional Online Collaborative Graduate Certificates

- History
- Political Science

IU Regional Online Collaborative Degrees

- Bachelor of Arts in History
- Master of Arts in History
- Master of Arts in Political Science

Department of New Media, Art, and Technology

Bachelor's Degrees

- Bachelor of Arts in New Media, Art, & Technology
- Bachelor of Fine Arts in New Media, Art, & Technology

Minors

- Art History
- New Media, Art, and Technology
- Studio Art

Certificates

- Postbaccalaureate Certificate in New Media, Art, & Technology

IU Regional Online Collaborative Degree

- Bachelor of Science in Digital Media and Storytelling

Department of Psychology

- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology with concentrations in:

- Psychological Sciences
- General Sciences
- Bachelor of Science in Psychology TSAP
- Master of Arts in Mental Health Counseling

Minors

- Psychology

Graduate Certificate (Online Collaborative)

- Alcohol and Drug Counseling

Department of Sociology

Bachelor's Degrees

- Bachelor of Arts in Sociology
- Bachelor of Science in Sociology

Minors

Sociology

Social Justice & Community Engagement

School of Nursing and Allied Health Professions ([visit website](#))

Associate Degree

- Radiography

Bachelor's Degrees

- Bachelor of Science in Nursing
- RN to BSN Completion
- Medical Imaging Technology
- Bachelor of Science in Rehabilitation Science - OTA Track

Master's Degrees

- Master of Science in Nursing

IU Regional Online Collaborative Graduate Certificate

- Bachelor of Science in Applied Health Sciences (BSAHS). Tracks include:
 - Community Health Education
 - Health Administration

IU Regional Online Collaborative Bachelor Degree

- Medical Imaging Technology

School of Sciences ([visit website](#))

Bachelor's Degrees

- Bachelor of Arts in Biology
- Bachelor of Arts in Biological and Physical Sciences
- Bachelor of Arts in Chemistry
- Bachelor of Arts in Mathematics
- Bachelor of Science in Biology
- Bachelor of Science in Biological and Physical Sciences (including Earth and Sustainability Sciences track, Pre-Clinical Lab Science, Pre-Cytotechnology, Pre-Nuclear Medicine Technology, and Pre-Radiation Therapy)
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Computer Science
- Bachelor of Science in Health Sciences (including Pre-Dental Hygiene, Pre-Physical Therapy and Pre-Occupational Therapy)
- Bachelor of Science in Informatics

- Bachelor of Science in Mathematics
- Bachelor of General Studies

IU Regional Online Collaborative Degrees

- Bachelor of Science in Data Science
- Bachelor of Science in Informatics
- Bachelor of Arts in Sustainability Studies

Minors

- Biology
- Coaching
- Chemistry
- Computer Science
- Environmental and Earth Sciences
- Health Education and Promotion
- Informatics
- Mathematics
- Nutritional Science
- Physics
- Science and Technology
- Sustainability

Transfer Single Articulation Pathways

- Biology B.S.
- Chemistry B.S.
- Informatics B.S. with Cognate in Biology
- Informatics B.S. with Cognate in Business
- Informatics B.S. with Cognate in Chemistry
- Informatics B.S. with Cognate in Cognitive Science, New Media, Public Administration, or Sociology
- Informatics B.S. with Cognate in Computer Science
- Informatics B.S. with Cognate in Environmental and Earth Sciences
- Informatics B.S. with Cognate in Mathematics

Postbaccalaureate Certificates

- Postbaccalaureate Certificate in Informatics
- Postbaccalaureate Certificate in Mathematics

IU Regional Online Collaborative Graduate Certificates

- Graduate Certificate in Biology
- Graduate Certificate in Chemistry
- Graduate Certificate in Mathematics

IU Regional Online Collaborations for Master of Arts for Teachers degrees in:

- Biology
- Chemistry
- Mathematics

School of Business

Dean: Chittibabu Govindarajulu

Assistant Dean and Director of MBA and

MPM Programs: Gloria Preece

Professors: Dmitriy Chulkov, Steve Cox, Chittibabu

Govindarajulu, Alan Krabbenhoft, Mohammad Meybodi

Associate Professors: Hyunkang Hur, Joungyeon Kim, Mark Meng, Yusuf Nur, Adam Smith

Assistant Professors: Elizabeth Clayton, Gloria Preece, Esra Topcuoglu, Larry Jinkins

Senior Lecturers: Olga Korne, Melinda Stanley

Lecturers: Tsarai Chimhanda, Ashley Leicht

Visiting Lecturers: Sarah Byrd, James Geiger, Mallika Tamvada, Jyoti Gupta

Programs within the School of Business:

The School of Business offers three AACSB accredited programs: Master of Business Administration and Bachelor of Science in Business with majors in Accounting, Finance, Human Resources, Management, and Marketing, and the online Bachelor of Science in Business Administration collaborative.

The School also offers the following Bachelor of Science degrees: Applied Science; Sport and Recreation Management; Public Administration and Health Management; and Hospitality and Tourism. Post Baccalaureate Certificates in Accounting, Business Analytics, and Business Fundamentals are also offered.

Accreditation

The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. This accreditation applies to the Bachelor of Science in Business (BSB), the Chancellors Collaborative (BSBA), and the Masters of Business Administration (MBA).

Mission

The School of Business provides quality and affordable academic programs through dedicated faculty in a learner-centric environment. We advance knowledge and skills through excellence in teaching, research, community collaboration, and real-world experiences to create positive societal impact.

Vision

The School of Business will be nationally recognized as a first-choice educational institution, dedicated to positive societal impact through quality in teaching, research, academic excellence, and student success.

Bachelor of Science in Business (BSB):

The BSB in the School of Business is based on the principle of a balanced education in business administration and economics with a foundation in the arts and sciences. The undergraduate program prepares students for professional positions in a complex and rapidly changing global business environment. It trains students in North Central Indiana to become effective organizational leaders and managers. The undergraduate curriculum consists of four parts: (1) general education, (2) pre-business, (3) business and economics core and (4) major courses. In addition, the program includes courses covering the current principles, practices and trends involved in managing organizations in the current dynamic economic, social and political environment. Seniors are offered a range of courses in their chosen major. Courses on this level require participation by students in the discussion and the solution of cases, projects, and special problems drawn from the contemporary business world. All business students are also required to put their business knowledge into practice through an applied learning experience.

Policies Governing the Bachelor of Science in Business Degree

The Bachelor of Science in Business Curriculum

Majors in the Bachelor of Science in Business:

- Accounting
- Finance

- Human Resources
- Management
- Marketing

Minors in Business:

- Business Minor
- Marketing Minor
- Non-Business Human Resources Minor
- Non-Business Marketing Minor

Transfer Single Articulation Pathways

- Business B.S. with Accounting Major
- Business B.S. with Finance Major
- Business B.S. with Management Major
- Business B.S. with Marketing Major

Postbaccalaureate Certificates:

- Post Baccalaureate Certificate in Accounting
- Post Baccalaureate Certificate in Business Fundamentals

Undergraduate Courses

- Business and Economics (BUS & ECON)

Master of Business Administration Degree (MBA):

The MBA program in the School of Business is designed to meet the needs of working professionals. Graduates of the program receive the essential training in theory and practice necessary to be well prepared to take on key leadership roles in business. The skills acquired also provide graduates with a competitive edge in the job market. The program offers students the option to pursue concentrations in accounting, business analytics, finance and human resource management.

The Master of Business Administration Curriculum

- Accounting
- Business Analytics
- Finance
- Human Resource Management

Post Graduate Certificate

- Business Analytics Graduate Certificate

Graduate Courses

- Master in Business (BUKO)

Degrees and Programs within the School of Business (not AACSB reviewed)

- Bachelor of Science in Hospitality and Tourism
- Bachelor of Science in Public Administration and Health Management
- Bachelor of Science in Sport and Recreation Management
- Master of Public Management
- Minor in Hospitality and Tourism
- Minor in Health Management
- Minor in Public Administration
- Minor in Sport Marketing and Management
- Post Graduate Certificate in Health Management
- Post Graduate Certificate in Public Management

IU Regional Online Collaborative Degrees

- Bachelor of Applied Science
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration

- Master of Science in Management
 - Tracks in General Management and Human Resources
- Master of Science in Strategic Finance
 - Tracks in Accounting, Investments, and Managerial Finance

Course Descriptions:

Undergraduate Courses

- Hospitality and Tourism
- Public Administration and Health Management
- Sport and Recreation Management

Graduate Courses

- Master of Public Management (MPM)

Undergraduate Awards

Outstanding Students

- Accounting
- Finance
- Human Resources
- Management
- Marketing
- Hospitality and Tourism
- Public Administration/Health Management
- Sports and Recreation Management

Policies Governing the BSB Degree

Admissions and Graduation Requirements

The requirements for admission to the Bachelor of Science in Business program (Marketing, Accounting, HR, Management, and Finance) are completion of 52 credit hours, a cumulative G.P.A. of 2.0 and a minimum grade of C in Pre-Business Courses (BUS-X 107, BUS-A 201, BUS-A 202, BUS-L 201, BUS-W 100, BUS-X 220, ECON-E 201, ECON-E 202, ECON-E 270, ENG-W 131, SPCH-S 121, PSY-P 103, and MATH-M 118). Further, for graduation, a minimum grade of C and overall G.P.A. of 2.0 (C) is required for all courses listed above. General Education courses require a C or better.

Degree Requirements

Graduates of the School of Business undergraduate program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective with the Fall 2019 admitted students and are found elsewhere in this bulletin. Students in the School of Business are responsible for planning their own programs and for meeting degree requirements. It is their responsibility to understand fully and to comply with all the provisions of this bulletin. However, they are strongly encouraged to meet with an academic advisor to discuss their plan and standing in the program.

Degree Applications

Candidates for a degree are expected to meet proper deadlines for the filing of degree applications. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May and August graduations is January 15.

Credit Hour Requirement

The minimum number of credit hours required for the baccalaureate degree is 120 in courses meeting the various requirements stated in this bulletin. Thirty of the last 45 credit hours must be taken at IU Kokomo, and at least 50 percent of business credits must be earned at Indiana University.

Credit Deadline

All credits for a degree, except that for the work of the current semester, must be on record at least one month prior to the conferring of the degrees.

Grade Point Average Requirements

A minimum cumulative grade point average of 2.0 (C) is required for graduation. Grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are included in the grade point average. Students may replace a grade by retaking a class (up to 3 classes totaling 9 credit hours) and filing the appropriate form. A grade of at least C must be earned in all Business and Economics classes, and general education requirements.

Academic Standing

Students who consistently maintain a grade point average of 2.0 (C) or higher in both their cumulative and semester records are considered to be in good standing. If a student withdraws or earns less than a C three times in any of the required courses in the business degree, they will not be considered in good academic standing. This will result in the removal of the student from the School of Business.

Statute of Limitations

Students who are candidates for the Bachelor of Science in Business degree have the right to complete degree requirements specified by the bulletin in effect at the time they matriculated at Indiana University, provided (1) that the necessary courses are available, and (2) that no more than eight calendar years have elapsed since matriculation. In the event that courses are not available or more than eight years have elapsed, students must consult with a Business advisor to update their programs to the bulletin currently in effect.

Junior College, Community College, and Correspondence Study Credits

The maximum number of credit hours allowed from a community or junior college is 64 unless otherwise approved in an articulation agreement. Online courses at the 300-400 level must be taken at an AACSB accredited school and be approved by the undergraduate advisor. Students seeking exceptions to the above policy must obtain the written approval of the dean of the School of Business. Thirty of the last forty-five credit hours must be taken at IU Kokomo.

Transfer-Credit Policy

Students who transfer from approved colleges to pursue undergraduate study in the School of Business must take required courses if they have not had equivalent courses in the school from which they transferred. Courses in advanced business and economics subjects that are not open to IU Kokomo freshmen and sophomores, but that are taken in other institutions in the freshman and sophomore years, are not accepted as equivalents of Indiana University courses unless the student passes

validation examinations in such subjects. Courses transferring in as 300- and 400-level business or economics courses must have been taken at an AACSB accredited school. Business and economics courses taken at other institutions more than ten years prior to the student's acceptance into the school are not accepted as equivalents of Indiana University courses. Only grades earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credits only, although transfer grades appear on the credit transfer report. The School of Business does not accept credit from educational programs of non-collegiate organizations. In some cases, the experience from these programs may qualify a student for a special credit examination.

Requirements for a Second Bachelor Degree

Holders of a bachelor degree in areas other than business may seek a second bachelor degree in business through the School of Business. The candidate will, of course, be exempted from any requirements already fulfilled in the first bachelor degree. Normally, the holder of a bachelor degree wanting to pursue further education is encouraged to seek admission to graduate study. In certain cases, however, a student may be admitted for a second bachelor degree. When such admission is granted, the candidate must earn at least 30 additional credit hours in residence and meet the requirements of the School of Business and of the chosen concentration. Students who have been awarded the Bachelor of Science in Business at Indiana University may register as special students to meet the requirements of another concentration, but they cannot receive the same degree a second time.

Bachelor of Science in Business

The curriculum for the Bachelor of Science in Business consists of five parts: (1) general education requirements, (2) pre-business courses, (3) business core courses, (4) major courses, and (5) general electives.

1. General Education Requirements (30-36 cr.)

Indiana University Kokomo requires all students to complete the campus general education curriculum. This typically requires 30-36 credit hours. Many of the BSB requirements also satisfy general education requirements.

The following is a list of core requirements for all B.S. in Business students, regardless of major. General education courses are listed in this bulletin: [academic-regulations/general-education](#).

- a. Written Communication (3 cr.)
 - ENG-W 131 Elementary Composition I (3 cr.)
- b. Speaking and Listening (3 cr.)
 - SPCH-S 121 Public Speaking (3 cr.)
- c. Quantitative Reasoning (6 cr.)
 - MATH-M 118 Finite Mathematics (3 cr.)
 - ECON-E 270 Statistical Theory in Economics and Business (3 cr.)
- d. Social and Behavioral Ways of Knowing (6 cr.)
 - PSY-P 103 General Psychology (3 cr.)

- See an undergraduate advisor for a list of approved courses.
- e. Humanistic and Artistic Ways of Knowing (6 cr.)
 - See an undergraduate advisor for a list of approved courses.
 - f. Scientific Ways of Knowing (8 cr.)
 - See an undergraduate advisor for a list of approved courses.
 - g. Ethically Responsible Citizen (ERC)
 - Fulfilled by selecting two approved courses within the three "Ways of Knowing" categories above.
 - See an undergraduate advisor for a list of approved courses.

2. Pre-Business Courses (38 cr.)

A minimum grade of C and overall G.P.A. of 2.0 (C) are required for all Pre-Business Courses for admission and graduation.

- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-L 201 The Legal Environment of Business (3 cr.)
- BUS-W 100 Introduction to Business (3 cr.)
- BUS-X 107 Freshman Seminar (3 cr.)
- BUS-X 220 Career Perspectives (2 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory (3 cr.)
- ENG-W 131 English Composition I (3 cr.)
- MATH-M 118 Finite Mathematics (3 cr.)
- PSY-P 103 Introduction to Psychology (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

3. Business Core Courses (31 cr.)

For graduation, a minimum grade of C and overall G.P.A. of 2.0 (C) are required for all courses listed below.

- BUS-D 301 The International Business Environment (3 cr.)
- BUS-F 301 Financial Management (3 cr.)
- BUS-J 401 Administration Policy (3 cr.)
- BUS-J 404 Business and Society (3 cr.)
- BUS-K 321 Management of Information Technology (3 cr.)
- BUS-K 353 Business Analytics and Modeling (3 cr.)
- BUS-M 301 Introduction to Marketing Management (3 cr.)
- BUS-P 301 Operations Management (3 cr.)
- BUS-X 410 Career Planning and Placement (1 cr.)
- BUS-Z 302 Managing and Behavior in Business (3 cr.)
- Satisfy the Applied Learning Requirement by completing at least one of the following: an internship, registering for BUS-X 487 or participating in a School of Business sponsored international trip.

4. Business Major Courses

Students pursuing a BSB must declare a major when they are admitted to the School of Business. Some students choose to complete the requirements for multiple majors. Please note that the School of Business cannot avoid some scheduling conflicts between courses in multiple majors, therefore, a student may not be able to complete the requirements for more than one major within four years. Click on the BSB majors to see the course requirements:

- Accounting
- Finance
- Human Resources
- Management
- Marketing

5. General Electives

The BSB degree completion requires 120 credit hours. Students may choose courses throughout the university to fulfill the 120 credit hours.

Bachelor of Science in Business Administration-Online Collaborative

The Chancellors' Bachelor of Science in Business Administration (BSBA) exposes you to the core concepts of each business discipline, including economics, management, quantitative business analysis, finance, marketing, information systems, and more. You utilize qualitative and quantitative analysis to identify innovative and creative business solutions and anticipate outcomes. You identify and use appropriate technology and information systems to find and present data effectively. You also learn to recognize the influence of national, international, and intercultural factors on strategic choices.

As a student in the program, you learn to work effectively as both a member and a leader in team problem-solving and decision-making situations, incorporate the perspectives and contributions of individuals from diverse groups to create inclusive work environments, demonstrate professional preparation and conduct to meet professional standards in business settings, and employ multiple mediums of communication in a variety of business settings to express, assimilate, and analyze information and ideas to facilitate collaboration and achieve goals.

Your degree affords a broad foundation for work in multiple job sectors, including retail, education, finance, international commerce, manufacturing, government, private business, the arts, and healthcare, in such positions as:

- Sales manager
- Accountant
- Human resources manager
- Public relations specialist
- Advertising executive
- Commercial loan officer
- Chief executive officer
- Finance officer
- Market research analyst

This 100 percent online, collaborative program is taught by IU Kokomo, IU East, IU Northwest, IU South Bend, and IU Southeast - all accredited by the Association to Advance

Collegiate Schools of Business. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

To graduate with the Chancellors' BS in Business Administration, you must complete a minimum of 120 credit hours with a GPA of 2.0 or higher. In addition, business foundations courses and business core courses require a grade of C or higher. General education courses require a C- or better.

You may be able to transfer up to 60 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

The requirements consist of the following parts:

1. General education courses (30-42 cr.) Grade of C or higher and a minimum GPA of 2.0
2. Business Administration Foundations courses (27 cr.) Grade of C or higher
3. Business Administration Core courses (34 cr.) Grade of C or higher
4. General elective courses (as needed to total 120 credit hours)

Application Deadline

Rolling admissions. Application review will begin upon receipt of all required application materials.

Admission requirements vary.

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

To apply to this program:

1. Complete application for admission.
2. Submit official transcripts.
3. Submit official high school transcript or equivalent (may be required of some applicants).
4. International applicants may be asked for additional materials.
5. This program is offered by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. After applying, you will be assigned a home campus. You will submit application documents to the Office of Admissions of that campus.

1. General education courses (30-36 cr.) -

- See the BSB general education requirements

Math Requirement:

- MATH-M 118, Finite Mathematics (3 cr.)

2. Business Administration Foundation Courses (27 cr)

Fundamentals of Business (3 cr.-choose 1)

- BUS-B 190 Principles of Business Administration (3 cr.)
- BUS-W 100 Principles of Business Administration (3 cr.)

Microeconomics (3 cr.-choose 1)

- ECON-E 103 Introduction to Microeconomics (3 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.)

Macroeconomics (3 cr.-choose 1)

- ECON-E 104 Introduction to Macroeconomics (3 cr.)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)

Financial Accounting (3 cr.)

- BUS-A 201 Introduction to Financial Accounting (3 cr.)

Managerial Accounting (3 cr.)

- BUS-A 202 Introduction to Managerial Accounting (3 cr.)

Business Computing (3 cr.)

- BUS-K 201 The Computer in Business (3 cr.)

Legal Environment of Business (3 cr.)

- BUS-L 201 Legal Environment of Business (3 cr.)

Statistics for Business (3 cr.)

- ECON-E 270 Introduction to Statistical Theory in Economics & Business (3 cr.)

Business Communication (3 cr.-choose 1)

- ENG-W 231 Professional Writing (3 cr.)
- ENG-W 232 Intro to Business Writing (3 cr.)
- ENG-W 234 Technical Report Writing (3 cr.)
- SPCH-S 223 Business and Professional Speaking (3 cr.)

3. Business Administration Core Courses (36 cr.)**Marketing (3 cr.)**

- BUS-M 301 Introduction to Marketing Management (3 cr.)

Finance (3 cr.)

- BUS-F 301 Financial Management (3 cr.)

Operations (3 cr.)

- BUS-P 301 Operations Management (3 cr.)

International Business (3 cr.-choose 1)

- BUS-D 300 International Business Administration (3 cr.)
- BUS-D 301 The International Business Environment (3 cr.)

Information Systems (3 cr.)

- BUS-K 321 Management and Information Systems/Technology (3 cr.)

Analytics and Decision Modeling (3 cr.)

- BUS-K 302 Introduction to Management Science (3 cr.)
- BUS-K 312 Decision Modeling (3 cr.)
- BUS-K 353 Business Analytics and Modeling (3 cr.)

Entrepreneurism (3 cr.-choose 1)

- BUS-W 311 New Venture Creation/ Small Bus. Entrepreneurship (3 cr.)
- BUS-W 406 Venture Growth Management (3 cr.)

Leadership and Teamwork (choose 1)

- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)

Diversity and Inclusion in the Workplace (3 cr.-choose 1)

- BUS-W 301 Management & Organization Theory (3 cr.)

- BUS-Z 440 Personnel - Human Resource Workplace Management (3 cr.)

Business Ethics (3 cr.-choose 1)

- BUS-B 399 Business and Society (3 cr.)
- BUS-J 404 Business and Society (3 cr.)
- BUS-W 320 Leadership and Ethics in Business (3 cr.)

Professional and Career Skills (3 cr.)

- BUS-X 410 Career Perspectives (3 cr.)

Strategic Management/Capstone (3 cr.-choose 1)

- BUS-J 401 Administrative Policy (3 cr.)
- BUS-J 403 Management Capstone (3 cr.)

4. General electives

- The degree completion requires 120 credit hours. Students may choose courses throughout the university to fulfill the 120 credit hours.

Concentrations (18 credits/6 courses)

A concentration is NOT required for degree but can be used to fulfill elective credit. Kokomo does not offer the Economics concentration.

1. AccountingRequired (4 courses)

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 337/A411 Accounting Information Systems
- BUS A328 Introduction to Taxation

Electives (2 courses)

Choose two 300/400 level accounting courses from the following list:

- BUS-A 325 Cost Accounting
- BUS-A 335 Accounting for Government and Not-for-Profit Entities
- BUS-A 338 Accounting Data Analytics
- BUS-A 402 Accounting Ethics
- BUS-A 414 Financial Statement Analysis
- BUS-A 422 Advanced Financial Accounting
- BUS-A 424 Auditing and Assurance Services
- BUS-A 425 Contemporary Accounting Theory
- BUS A 437 Advanced managerial accounting
- BUS-A 339 Advanced Taxation

2. EconomicsRequired: (2 courses)

- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E322 Intermediate Macroeconomic Theory

Electives: (4 courses)

Choose four 300/400 level economics courses from the following list:

- BUS-F 345/ECON-E 350/E 305 Money and Banking
- ECON-E 304 Survey of Labor Economics
- ECON-E 306 Undergraduate Seminar in Economics
- ECON-E 308 Survey of Public Finance
- ECON-E 323 Urban Economics

- ECON-E 337 Economic Development
- ECON-E 338 Business and Economics Applications of GIS
- ECON-E 351 Law and Economics
- ECON-E 363 Environmental and Natural Resource Economics
- ECON-E 371 Introduction to Applied Econometrics
- ECON-E 430/E333 International Economics

3. Finance

Required: 4 courses

- BUS-F 302 Financial Decision Making
- BUS-F 345/ECON E350 Money, Banking, and Capital Markets
- BUS-F 420 Equity and Fixed Income Investments
- BUS-F 494 International Finance

Electives: 2 courses

Choose two 300/400 level finance courses from the following list:

- BUS-F 365 Personal Financial Planning
- BUS-F 410 Financial Institutions and Markets
- BUS-F 414/A 414 Financial Statement Analysis
- BUS-F 423 Topics in Investment
- BUS-F 444 Applications in Financial Management
- BUS-F 446 Bank and Financial Intermediation
- BUS-F 451 Financial Modeling

4. Marketing

Required: 4 courses

- BUS-M 303 Marketing Research
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Integrated Marketing Communications
- BUS-M 450 Marketing Strategy

Electives: 2 courses

Choose two 300/400 level marketing courses from the following list:

- BUS-M 325 Selling
- BUS-M 330 Consultative Selling
- BUS-M 346 Analysis of Marketing Data
- BUS-M 380 Market Analytics
- BUS-M 401 International Marketing
- BUS-M 419 Retail strategy
- BUS-M 426 Sales Management
- BUS-M 432/M 435/M 460: Digital Marketing
- BUS-M 455: Customer Relationship Management
- BUS-M 490: Social Media Marketing
- BUS-M 421: Negotiation

Major in Accounting

The accounting curriculum prepares students for careers in fields ranging from public, corporate and not-for-profit accounting organizations to management consulting. In addition, it equips the prospective graduates with tools for analysis and decision-making and prepares them for leadership roles regardless of the career path chosen. It also provides an excellent background for students considering a graduate degree in business

administration or law. Internships in business and not-for-profit organizations are available. The Career Services Office can provide further information about internships.

Students who complete the accounting major will meet the accounting and business education requirements necessary to sit for the Uniform CPA (Certified Public Accountant) exam in Indiana. Those who pursue a CPA career should obtain the full list of requirements at www.nasba.org and <https://thiswaytocpa.com/>. Most states require a prospective CPA exam candidate to complete 150 credit hours. The School of Business offers a Master of Business Administration degree for individuals who wish to fulfill the additional 30 credit hours beyond the 120-hour undergraduate degree while obtaining an advanced professional degree.

Students who do not wish to pursue a career as a CPA have many other career options, including taxation, corporate, governmental and not-for-profit accounting. The 120-hour Baccalaureate degree will qualify the graduate to sit for some certification exams designed for these private sector careers, such as the Certified Management Accountant (CMA) and the Certified Internal Auditor (CIA) exams.

The School of Business also offers the Post Baccalaureate Certificate in Accounting for students who already possess a bachelor's degree in a field other than accounting and wish to pursue a CPA or an accounting career. Students who complete the certificate program will satisfy the accounting and business education requirements required to sit for the CPA exam.

Accounting Program (24 cr.). All courses listed require a C or higher.

Required Courses (24 cr.):

Junior Year

Fall

- BUS-A 311 Intermediate Accounting I (3 cr.)
- BUS-A 325 Cost Accounting (3 cr.)

Spring

- BUS-A 312 Intermediate Accounting II (3 cr.)
- BUS-A 337 Accounting Information Systems (3 cr.)

Senior Year

Fall

- BUS-A 328 Introduction to Taxation (3 cr.)
- BUS-A 422 Advanced Financial Accounting I (3 cr.)

Spring

- BUS-A 339 Advanced Income Taxation (3 cr.)
- BUS-A 424 Auditing and Assurance Services (3 cr.)

In addition, each student is required to complete an applied learning experience (3 cr.). See an advisor for options.

4+1 Program

By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisors for more information.

Major in Finance

The major in finance prepares students for careers in banking, investing, corporate finance, and insurance. In addition, graduates will be strong candidates for positions in government, utilities, communications, and nonprofit organizations. The finance curriculum also provides an excellent background for students who desire to pursue graduate work in business administration, economics, finance, or law. The courses offered in this major are designed to equip students with the necessary background for interpreting data, forecasting, and decision making in a changing global economy.

Finance Program (18 cr.). All courses listed require a C or higher.

Required Courses: (12 cr.)

- BUS-A 325 Cost Accounting (3 cr.)
- BUS-F 302 Financial Decision Making (3 cr.)
- BUS-F 420 Investments (3 cr.)
- BUS-F 451 Financial Modeling (3 cr.)

Choose two of the following options (at least one finance course): (6 cr.)

- BUS-F 365 Personal Financial Planning (3 cr.)
- BUS-F 414 Financial Statement Analysis (3 cr.)
- BUS-F 491 Internship in Finance (3 cr.) (cannot be repeated if used as applied learning experience)
- BUS-F 494 International Finance (3 cr.)

BUS/ECON 300-400 level courses from the School of Business approved list.

- BUS-A 311 Intermediate Accounting I (3 cr.)
- BUS-A 312 Intermediate Accounting II (3 cr.)
- BUS-A 328 Introduction to Taxation (3 cr.)
- BUS-A 337 Accounting Information Systems (3 cr.)
- BUS-A 339 Advanced Income Tax (3 cr.)
- BUS-A 422 Advanced Financial Accounting (3 cr.)
- BUS-A 424 Auditing (3 cr.)
- BUS-L 406 Employment Problems and Law (3 cr.)
- BUS-M 303 Marketing Research (3 cr.)
- BUS-M 405 Consumer Behavior (3 cr.)
- BUS-M 415 Advertising and Integrated Marketing Communications (3 cr.)
- BUS-M 426 Sales Management (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- BUS-M 455 Customer Relationship Management (3 cr.)
- BUS-M 460 Digital Marketing (3 cr.)
- BUS-W 430 Organizational Change (3 cr.)
- BUS-Z 447 Leadership, Teamwork, and Diversity (3 cr.)
- BUS-Z 470 Topics in Human Resources (3 cr.)

In addition, each student is required to complete an applied learning experience. See an academic advisor for options. (3 cr.)

4+1 Program

By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisors for more information.

Major in Human Resources

Human Resources Program (18 credits). All courses listed require a C or better.

Required Courses: (6 cr.)

- BUS-Z 440 Personnel: Human Resources Management (3 cr.)
- BUS-Z 470 Issues in Human Resources Management (3 cr.)

Human Resources Electives. Choose two or more of the following courses: (6 cr.)

- BUS-L 406 Employment Problems and the Law (3 cr.)
- BUS-W 430 Organizations and Organizational Change (3 cr.)
- BUS-Z 460 Organizational Culture and Engagement Best Practices (3 cr.)

Choose two BUS 300-400 level courses from the School of Business approved list. (6 cr.)

- BUS-A 311 Intermediate Accounting I (3 cr.)
- BUS-A 312 Intermediate Accounting II (3 cr.)
- BUS-A 325 Cost Accounting (3 cr.)
- BUS-A 328 Introduction to Taxation (3 cr.)
- BUS-A 337 Accounting Information Systems (3 cr.)
- BUS-A 339 Advanced Income Tax (3 cr.)
- BUS-A 422 Advanced Financial Accounting (3 cr.)
- BUS-A 424 Auditing (3 cr.)
- BUS-F 302 Financial Decision Making (3 cr.)
- BUS-F 420 Investments (3 cr.)
- BUS-L 406 Employment Problems and Law (3 cr.)
- BUS-M 303 Marketing Research (3 cr.)
- BUS-M 405 Consumer Behavior (3 cr.)
- BUS-M 415 Advertising and Integrated Marketing Communications (3 cr.)
- BUS-M 426 Sales Management (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- BUS-M 455 Customer Relationship Management (3 cr.)
- BUS-M 460 Digital Marketing (3 cr.)
- BUS-Z 447 Leadership, Teamwork, and Diversity (3 cr.)

In addition, each student is required to complete an applied learning experience (3 cr.). See an advisor for options.

Major in Management

The management curriculum is designed with maximum flexibility to accommodate those students who have explicit career objectives and interests in any of several management areas, including human resources. The courses offered in this major develop the student's capacity as a decision maker in an organization.

Management Program (18 credits). All courses listed require a C or better.

Required Courses: (12 cr.)

- BUS-P 421 Supply Chain Management (3 cr.)
- BUS-W 311 New Venture Creation (3 cr.)
- BUS-Z 440 Personnel-Human Resource Management (3 cr.)

- BUS-Z 447 Leadership, Teamwork, and Diversity (3 cr.)

Choose two 300/400 level courses from the School of Business approved list. (6 cr.)

- BUS-A 311 Intermediate Accounting I (3 cr.)
- BUS-A 312 Intermediate Accounting II (3 cr.)
- BUS-A 325 Cost Accounting (3 cr.)
- BUS-A 328 Introduction to Taxation (3 cr.)
- BUS-A 337 Accounting Information Systems (3 cr.)
- BUS-A 339 Advanced Income Tax (3 cr.)
- BUS-A 422 Advanced Financial Accounting (3 cr.)
- BUS-A 424 Auditing (3 cr.)
- BUS-F 302 Financial Decision Making (3 cr.)
- BUS-F 420 Investments (3 cr.)
- BUS-L 406 Employment Problems and Law (3 cr.)
- BUS-M 303 Marketing Research (3 cr.)
- BUS-M 405 Consumer Behavior (3 cr.)
- BUS-M 415 Advertising and Integrated Marketing Communications (3 cr.)
- BUS-M 426 Sales Management (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- BUS-M 455 Customer Relationship Management (3 cr.)
- BUS-M 460 Digital Marketing (3 cr.)
- BUS-W 430 Organizations and Organizational Design (3 cr.)
- BUS-Z 447 Leadership, Teamwork, and Diversity (3 cr.)
- BUS-Z 470 Issues in Human Resources Management (3 cr.)

In addition, each student is required to complete an applied learning experience (3 cr.). See an advisor for options.

4+1 Program

By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisor for more information.

Major in Marketing

The marketing major is concerned with activities related to the marketing of goods and services from the source of supply to the source of demand. Areas of study include buyer behavior, product and service development, pricing policies, institutions and channels of distribution, advertising and promotion, marketing research, personal selling, industrial marketing, customer relationship management, marketing analytics, international marketing, and marketing strategy and policy. The marketing curriculum focuses on the skills needed to plan, implement, and evaluate an organization's programs related to marketing of goods and services. The curriculum helps students develop a clear understanding of marketing functions and how they interrelate with other functions of the firm. This concentration is particularly appropriate for careers in advertising, sales, brand management, retailing, wholesaling, market planning, industrial marketing, international marketing, marketing

research, distribution, and marketing management in various types of organizations.

Marketing Program (18 cr.). All courses listed require a C or better.

Required Courses: (12 cr.)

- BUS-M 303 Marketing Research (3 cr.)
- BUS-M 405 Consumer Behavior (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- BUS-M 455 Customer Relationship Management (3 cr.)

Choose two of the following options: (6 cr.)

- BUS-M 415 Advertising and Integrated Marketing Communications (3 cr.)
- BUS-M 426 Sales Management (3 cr.)
- BUS-M 460 Digital Marketing (3 cr.)
- BUS-M 491 Internship in Marketing (3 cr.) Not repeatable

In addition, each student is required to complete an applied learning experience (3 cr.). See an advisor for options.

4+1 Program

By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Master of Business Administration (MBA) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisor for more information.

Postbaccalaureate Certificate in Accounting

Admissions Requirements:

- A baccalaureate degree
- Admission as a regular student to Indiana University Kokomo
- Completion of 54 credit hours (listed below) with at least 30 hours completed at Indiana University Kokomo
- A minimum of 18 credit hours must be completed postbaccalaureate.
- All courses must be completed with a minimum grade of C (including courses accepted for transfer credit).
- A minimum grade point average of 2.5 based on all 51 hours (including courses accepted for transfer credit)

Required Accounting Courses: (30 cr.)

- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-A 311 Intermediate Accounting I (3 cr.)
- BUS-A 312 Intermediate Accounting II (3 cr.)
- BUS-A 325 Cost Accounting (3 cr.)
- BUS-A 328 Introduction to Taxation (3 cr.)
- BUS-A 337 Accounting Information Systems (3 cr.)
- BUS-A 339 Advanced Income Taxes (3 cr.)
- BUS-A 422 Advanced Financial Accounting (3 cr.)

- BUS-A 424 Auditing and Assurance Services (3 cr.)

Select 8 from the following: (24 cr.)

- BUS-D 301 International Business Environment (3 cr.)
 - BUS-F 301 Financial Management (3 cr.)
 - BUS-J 404 Business and Society (3 cr.)
 - BUS-K 201 The Computer in Business (3 cr.)
 - BUS-K 321 Management of Information Technology (3 cr.)
 - BUS-K 353 Business Analytics and Modeling (3 cr.)
 - BUS-L 201 Legal Environment of Business (3 cr.)
 - BUS-M 301 Marketing Management (3 cr.)
 - BUS-P 301 Operations Management (3 cr.)
 - BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
 - ECON-E 201 Introduction to Microeconomics (3 cr.)
 - ECON-E 202 Introduction to Macroeconomics (3 cr.)
 - ECON-E 270 Statistics for Business and Economics (3 cr.)
1. Students can receive credit for required courses (or equivalents) that were completed with their baccalaureate degree.
 2. MBA students can receive credit for equivalent non-accounting courses that were completed with their graduate degree.
 3. BUKO-D 542 Advanced Managerial Accounting will be considered the equivalent of BUS-A 202 and BUS-A 325.

Postbaccalaureate Certificate in Business Fundamentals

Description: This certificate program allows students to complete a certificate in business fundamentals with no prior business education experience.

Admission Requirements: Bachelor's Degree in a Non-Business Field

The Certificate Program (18 credit hours):

- BUS-A 201 Intro to Financial Accounting (3 cr.)
- BUS-F 301 Financial Management (3 cr.)
- BUS-K 321 Management of Information Technology (3 cr.)
- BUS-M 301 Marketing Management (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- ECON-E 201 Introduction of Microeconomics (3 cr.)

Note: Certificate Program satisfies Phase I of the MBA Program

Bachelor of Science in Accounting-Online Consortium

The IU collaborative online Bachelor of Science in Accounting will provide students with an engaging and flexible program that prepares graduates to enter the accounting profession. This 100 percent online, collaborative program is delivered by IU Kokomo, IU East, IU Northwest, IU South Bend, and IU Southeast –

all accredited by the Association to Advance Collegiate Schools of Business.

This program is intended to serve students interested in joining the accounting profession immediately following degree completion as well as those students who plan to continue onto graduate school and complete the qualification standards as set by each state to sit for their respective CPA or CMA exams.

For students interested in pursuing a career in accounting, this degree will fulfill the course requirements to sit for the Uniform Certified Public Accounting (CPA) Exam as well as the Certified Management Accounting (CMA) Exam, but it will **not** satisfy the 150-credit hour requirement set by most states, including Indiana and Ohio. In most cases, students who complete the 120-credit hour IU collaborative BS in Accounting will need to complete an additional 30 credit hours of applicable coursework to meet national and state minimums. These credits are most often completed as a part of a graduate study in MS Accounting, MBA, and related degree programs.

Degree Requirements

To earn the Chancellors' Bachelor of Science in Accounting, students must complete the standard campus- and school-specific degree requirements, including general education, of their campus of enrollment, and the credit hours in the accounting major as follows:

1. General education courses (30-36 cr.): Grade of "C" or higher and minimum GPA 2.0
2. Business foundations courses (27 cr.): Grade of "C" or higher
3. Business core courses (21 cr.): Grade of "C" or higher
4. Accounting core courses (18 cr.): Grade of "C" or higher
5. Accounting elective courses (9 cr.): Grade of "C" or higher
6. General elective courses (as needed to total 120 credit hours)

You may be able to transfer up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

Required Courses

1. General education courses (30-36 cr.)

- See the BSB general education requirements

2. Business foundation courses (27 cr.)

- BUS-B 190, BUS-W 100 or BUS-X 100 Principles of Business Administration (3 cr)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-K 201 Computers in Business (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- ECON-E 103 or ECON-E 201 Introduction to Microeconomics (3 cr.)
- ECON-E 104 or ECON-E 202 Introduction to Macroeconomics (3 cr.)

- ECON-E 270 Introduction to Statistical Theory in Economics (3 cr.)
- ENG-W 232 BUS-X 204, or SPCH-S 223 Introduction to Business Writing (3 cr.)

3. Business core courses (21 cr.)

- BUS-D 300 or BUS-D 301 International Business or BUS-Z 302 Managing & Behavior in Organizations, or BUS-Z 440 Human Resource Management (3 cr.)
- BUS-F 301 Financial Management (3 cr.)
- BUS-K 321 Management of Information Technology (3 cr.)
- BUS-K 353 Business Analytics & Modeling (3 cr.)
- BUS-M 301 Introduction to Marketing Management (3 cr.)
- BUS-P 301 Operations Management (3 cr.)

Choose one of the following four options:

- BUS-D 301 International Business Environment (3 cr.)
- BUS-W 301 Management & Behavior in Organizations (3 cr.)
- BUS-Z 301 International Behavior and Leadership (3 cr.)
- BUS-Z 302 Managing Behavior in Organizations (3 cr.)

4. Accounting core courses (18 cr.)

- BUS-A 311 Intermediate Accounting I (3 cr.)
- BUS-A 312 Intermediate Accounting II (3 cr.)
- BUS-A 325 Cost Accounting (3 cr.)
- BUS-A 328 Introduction to Taxation (3 cr.)
- BUS-A 337 Accounting Information Systems (3 cr.)
- BUS-A 424 Auditing & Assurance Services (3 cr.)

5. Accounting electives - choose 3 courses (9 cr.)

- BUS-A 335 Accounting for Government and Not-for-Profit Entities
- BUS-A 338 Accounting Analytics (3 cr.)
- BUS-A 339 Advanced Income Taxation (3 cr.)
- BUS-A 414 Financial Statement Analysis (3 cr.)
- BUS-A 422 Advanced Financial Accounting (3 cr.)
- BUS-A 437 Advanced Management Accounting (3 cr.)

6. General electives - to bring the total credit hours to 120

- The degree completion requires 120 credit hours. Students may choose courses throughout the university to fulfill the 120 credit hours.

Business Minor

Students may obtain a minor in business by successfully fulfilling the following requirements (18-21 cr.):

Required Courses: (9-12 cr.)

- ECON-E 200 Survey of Economics (3 cr.)** **or**
 - ECON-E 201 Introduction to Microeconomics and ECON-E 202 Introduction to Macroeconomics (6 cr.)
- BUS-A 201 Introduction to Financial Accounting I (3 cr.)* **or**

- BUS-A 200 Survey of Accounting (for non-majors) (3 cr.)

- BUS-Z302 Managing and Behavior in Organization (3 cr.) (P: PSY-P 103 & 60 cr. completed)

Choose three courses (9 cr.):

- BUS-A 202 Introduction to Managerial Accounting (3 cr.) (P:BUS-A 201)
- BUS-D 301 International Business Environment (3 cr.) (P:ECON-E 201, ECON-E 202 and 60 cr.)
- BUS-E 270 Introduction to Statistical Theory for Business & Economics (3 cr.) (P: MATH-M 118, MATH-M 119, or MATH-M 215)
- BUS-F 300 Survey of Finance (for non-majors) (3 cr.) **or**
 - BUS-F 301 Financial Management (3 cr.)* (P:BUS-A 201, BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270)
- BUS-K 201 Computers in Business (3 cr.)
- BUS-K 321 Management of Information Technology (3 cr.)
- BUS-K 353 Business Analytics and Modeling (3 cr.) (P: ECON-E 270 and BUS-K 321)
- BUS-L 201 Legal Environment of Business (3 cr.) (P:30 cr.)
- BUS-M 300 Survey of Marketing (for non-majors) (3 cr.) **or**
 - BUS-M 301 Introduction to Marketing Management (3 cr.)* (P:BUS-A 201, BUS-A 202, ECON-E 201, ECON-E 202)
- Other BUS or ECON course approved by the School of Business (3 cr.)

Students must earn a minimum of C in each course and a cumulative G.P.A. of 2.0

***Note:** indicates Pre-MBA course work

Required courses in Phase I of the MBA program (grade B or better required). Any 300 and 400-level classes taken as part of the business minor from outside Indiana University Kokomo must be completed at an AACSB accredited institution.

By working with the undergraduate and graduate advisors and taking 15 credits per semester, it may be possible to graduate in 5 years with a Bachelor's degree with a business minor and a Master of Business Administration (MBA) degree. A student must take the courses in the business minor marked with * to complete the Phase I MBA requirements while completing their undergraduate degree to stay on pace to earn both degrees in five years. Contact the undergraduate business advisor for more information.

****Note:** ECON-E 200, BUS-A 200, and BUS-F 300 cannot be counted as a required course in an undergraduate business degree.

Marketing Minor

Students may obtain a minor in marketing by successfully fulfilling the following requirements: (12 cr.)

Required Course: (3 cr.)

- BUS-M 301 Introduction to Marketing Management (this course is a prerequisite for all courses listed below)

Choose three courses: (9 cr.)

- BUS-M 303 Marketing Research (3 cr.)
- BUS-M 405 Consumer Behavior (3 cr.)
- BUS-M 415 Advertising and Integrated Marketing Communications (3 cr.)
- BUS-M 426 Sales Management (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- BUS-M 455 Customer Relationship Management (3 cr.)
- BUS-M 460 Digital Marketing (3 cr.)

Students must earn a minimum of C in each course and a cumulative G.P.A. of 2.0

Human Resources for Non-Business Majors

Students may obtain a minor in human resources by successfully fulfilling the following requirements (15 cr.).

Required Courses: (9 cr.)

- BUS-Z 302 – Managing and Behavior in Organizations (3 cr.)
- BUS-Z 440 - Personnel-Human Resources Management (3 cr.)
- BUS-Z 470 - Issues in Human Resources Management (3 cr.)

Select two from the following (6 cr.)

- BUS-L 406 – Employment Problems and the Law (3 cr.)
- BUS-W 430 – Organizations and Organizational Change (3 cr.)
- BUS-Z 460 - Organizational Culture and Engagement Best Practices (3 cr.)

Marketing Minor for Non-Business Majors

The marketing minor for non-business majors will allow students pursuing a four-year degree in non-business programs to include the study of marketing with their declared major by concurrently completing a 15-credit hour Minor in Marketing. Students who elect this minor must notify their advisor in the school of business before the end of their junior year.

The marketing minor for non-business majors will complement and enhance other programs of study and provide students with an understanding of marketing and customer issues applicable to all organizations. Students with a marketing minor will benefit from greater employment opportunities. For example, a communication major paired with a marketing minor can gain the entry-level skills to begin a career in marketing in a business or not-for-profit organization or art majors can gain valuable

marketing skills needed to promote arts organizations or other entities focused on the arts.

Required Courses: (4-8 cr.)

- BUS-M 255 Topics in Marketing (1-5 cr.) (Pre-requisite for BUS-M 301 non-business majors only)
- BUS-M 301 Introduction to Marketing Management (3 cr.)
 - BUS-M 301 is a prerequisite for all courses listed below

Select three from the following: (9 cr.)

- BUS-M 303 Marketing Research (3 cr.)
- BUS-M 405 Consumer Behavior (3 cr.)
- BUS-M 415 Advertising and Integrated Marketing Communications (3 cr.)
- BUS-M 426 Sales Management (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- BUS-M 455 Customer Relationship Management (3 cr.)
- BUS-M 460 Digital Marketing (3 cr.)

Policies Governing the Master of Business Administration Degree (MBA)

Admission Requirements

To qualify for admission to the MBA program, a person must hold a bachelor's degree or equivalent from an accredited college or university. This degree may be in business or another field. All admission decisions are based upon the student's undergraduate grade point average, GMAT score, professional work experience, and their statement of achievement. To apply, please submit the following: 1) completed application, personal statement of achievement, and resume; 2) official college or university transcripts from all institutions attended; 3) Graduate Management Admissions Test (GMAT) score or GRE; 4) application fee; and 5) applicants whose native language is not English must demonstrate proficiency in English. The MBA program admits students for fall, spring and summer semesters. Application deadlines for domestic students are June 15 for fall entry, November 1 for spring entry and March 1 for summer entry. Application deadlines for international students are June 1 for fall entry and October 1 for spring entry only. A \$40 application fee is required for all applicants.

**Applicants holding a graduate degree from an appropriately accredited college or university may be exempted from the GMAT requirement.

**Applicants with a cumulative undergraduate GPA of 3.5 or higher may be exempted from the GMAT requirement.

Overall Program Requirements

Graduation with the MBA degree requires successful completion of a minimum of 30 credit hours. A person holding an undergraduate degree in business administration will complete the same number of credit hours as an individual holding an undergraduate degree from any other area. Individuals who earned a bachelor's degree in an area outside of business will be required to complete non-credit bearing leveling modules before taking the corresponding MBA course. Waiver of leveling modules is determined through an analysis of

an applicant's transcripts. Degree requirements must be completed within six years of admission.

Student Course Load

Most MBA students at IU Kokomo are employed full time in positions of responsibility. The high standards and workload in the MBA program requires considerable time and effort that must be balanced with other life and work demands. For this reason, part-time students are advised to take no more than 6 credit hours in fall and spring, and 3 credit hours during any one summer session. Course schedules are constructed accordingly, with most courses offered after 4 p.m.

Transfer of Credit

Up to 6 graduate credit hours may be transferred into the general MBA program and 9 graduate credit hours may be transferred into the MBA program with a concentration.

Transfer credits must be from AACSB or AACSB equivalent schools. No graduate courses where the student earned below a B can be transferred into the program. Transfer credit determination is made by the MBA director in consultation with the appropriate faculty. Only grades earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credits only.

Waiver

As noted above, leveling module requirements may be waived if satisfactory completion of equivalent course work is demonstrated in the student's undergraduate or graduate transcript (C or higher grade required from an AACSB accredited program or B or higher grade required from a non-AACSB accredited program). Work experience and noncredit courses normally do not satisfy the foundation requirements, but may serve as confirming evidence along with academic course work.

Academic Standards

Graduation with the MBA degree requires a cumulative grade point average (GPA) of at least 3.0 or a B average. A student whose GPA falls below 3.0 will be placed on probation and will be required to bring the GPA back to 3.0 within the next 9 credit hours of course work. Failure to remove the deficiency in this timeframe will result in immediate dismissal from the program. A student cannot compensate for deficient course work by completing more credits beyond those required in the program of study. Students must take the ETS exam as a requirement for graduation.

Advising

Shortly after admission to the program, each MBA student will plan a program of study with the MBA Program Coordinator. In addition, MBA students seeking career development information are encouraged to confer with the faculty in their area of interest. The IU Kokomo Career Services office is available for career information, and students' own employers often provide career planning assistance.

Degree Application

Candidates for a degree are expected to meet proper deadlines for the filing of degree applications. Degree conferral dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December

must apply for their degrees by September 15. The application deadline for May and August graduates is January 15.

Decision-Making and Appeal Process

The Curriculum Management and Assurance of Learning Committee (CMALC) is the main governing body for the MBA program. This committee, which is responsible for academic policy and curriculum, consists of members of the faculty, the dean of the school (ex-officio), and the MBA director. It is also responsible for recommending admission policy, handling appeals concerning admissions, grades, and related academic matters for which a student seeks redress. The MBA director is the program executive and oversees curriculum reviews and the admission decision process. The MBA coordinator is, responsible for day-to-day operations, referring applicants to the MBA Director for admissions, and program advising. The MBA Admissions Committee assists in admission decisions regarding the MBA program.

MBA Outstanding Student

Master of Business Administration Curriculum

Prerequisites

Satisfactory background in calculus, finite mathematics, English composition, and statistics

Leveling Modules

Non-credit bearing courses that are required for MBA students with a non-business background.

- Accounting
- Business Integration and Strategic Management
- Business Leadership & Ethics
- Economics
- Finance Fundamentals
- Human Resource Management
- Marketing
- Organizational Behavior
- Operations Management
- Quantitative Research Techniques and Statistics

MBA Core Courses (27 cr.)

- BUKO-D 542 Advanced Managerial Accounting (3 cr.)
- BUKO-E 542 Strategic Managerial Economics (3 cr.)
- BUKO-F 542 Advanced Financial Management (3 cr.)
- BUKO-J 561 Advanced Integrated Business Simulation (3 cr.)
- BUKO-K 542 Business Analytics (3 cr.)
- BUKO-J 552 Principles of Leadership and Ethics (3 cr.)
- BUKO-M 560 Advanced Marketing Management (3 cr.)
- BUKO-M 570 Advanced Operations Management (3 cr.)
- BUKO-Z 542 Foundations of Strategic Human Resource Management (3 cr.)

General MBA Electives (3 cr.)

A range of electives is available to students who are pursuing the general MBA. These electives help deepen the skills and knowledge needed in the student's area of interest. Electives are offered in the fall, spring, and summer.

MBA Concentrations in Accounting, Business Analytics, Finance, and Human Resources Management

Students wanting to complete an MBA with a concentration in either Accounting, Business Analytics, Finance, or Human Resource Management may do so by completing the 27 credit hour core requirement and an additional 9 credit hours in the area.

A double concentration can be achieved by taking 9 additional credit hours. For additional information, contact the graduate programs coordinator.

Accounting Concentration: (9 cr.)

Required Concentration Courses (6 cr.)

- BUKO-A 511 Financial Accounting Theory & Practice I (3 cr.)
- BUKO-A 512 Financial Accounting Theory & Practice II (3 cr.)

Choose one of the following (3 cr. hrs.)

- BUKO-A 522 Advanced Financial Accounting (3 cr.)
- BUKO-A 528 Introduction to Taxation (3 cr.)
- BUKO-A 534 Auditing Theory and Practice (3 cr.)
- BUKO-A 537 Business Information Systems (3 cr.)

Business Analytics Concentration: (9 cr.)

Required Concentration Courses: (3 cr.)

- BUKO-K 543 Predictive Analytics for Business (3)

Choose two from the following: (6 cr)

- Accounting Information Systems
- Financial Modeling
- Customer Relationship Management
- Human Resources Information Systems
- Informatics or Computer Science

Finance Concentration: (9 cr.)

- BUKO-C 555 Investments (3 cr.)
- BUKO-C 567 Issues in Financial Management (3 cr.)
- BUKO-F 571 International Corporate Finance (3 cr.)

Human Resources Concentration: (9 cr.)

- BUKO-L 506 Employment Problems and the Law (3 cr)
- BUKO-M 542 Organizational Theory and Development (3 cr)
- BUKO-C 570 Issues in Human Resource Management (3 cr)

Graduate Certificate in Business Analytics

Students must fill out the School of Business graduate application and have at least a completed bachelor's degree to qualify for the program. Depending on previous coursework the student may need to take the two prerequisite courses listed below.

- To earn the certificate a student must earn a C or better in each of the courses, and have a cumulative GPA of 2.5 in the certificate program (including courses accepted for transfer credit).
- Completion of 18 credit hours (listed below) with at least 12 hours completed at Indiana University Kokomo
- A minimum of 9 credit hours must be completed postbaccalaureate.

Prerequisites:

- BUS-K 321 Management of Information Technology (3 cr.)
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)

Required Courses:

- BUKO-K 542 Business Analytics (3 cr.)
- BUKO-K 543 Predictive Analytics for Business (3 cr.)

Choose two from the following:

- Accounting Information Systems
- Financial Modeling
- Customer Relationship Management
- Human Resources Information Systems
- Informatics or Computer Science

Business and Economics Courses - Undergraduate**Undergraduate Business**

BUS-A 200 Foundations of Accounting (3 cr.) Survey of financial and managerial accounting topics that provide a foundation for students who are not pursuing a business concentration. No credit toward a B.S. in Business. Credit not given for both BUS-A 200 and BUS-A 201.

BUS-A 201 Introduction to Financial Accounting (3 cr.)

P: Completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting (3 cr.)

P: BUS-A 201. Concepts and issues of management accounting; budgeting; cost determination and analysis.

BUS-A 311 Intermediate Accounting (3 cr.) P: BUS-A 202. Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

BUS-A 312 Intermediate Accounting (3 cr.) P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

BUS-A 325 Cost Accounting (3 cr.) P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning.

BUS-A 328 Introduction to Taxation (3 cr.) P: BUS-A 202 or consent of instructor. Internal Revenue Code

and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

BUS-A 337 Accounting Information Systems (3 cr.)

P: BUS-A 201; BUS-A 202 The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls.

BUS-A 339 Advanced Income Tax (3 cr.) P: BUS-A 328. Internal Revenue Code and regulations; advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations.

BUS-A 422 Advanced Financial Accounting (3 cr.)

P: BUS-A 312. Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

BUS-A 490 Independent Study in Accounting (1-3 cr.)
P: Consent of instructor.

BUS-A 491 Internship in Accounting (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office. S/F graded.

BUS-D 301 The International Business Environment (3 cr.) P: ECON-E 201, ECON-E 202, 56 credit hours. The national and international environmental aspects of international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

BUS-D 496 Foreign Study in Business (3 cr.) This is an undergraduate summer course which provides students with the opportunities to travel to selected countries in order to help them gain an in depth and practical understanding of the macro and micro aspects of doing business in those countries. The broader goal of the course is to familiarize students with the environmental dynamics that arise when business activities transcend international borders. A variety of environmental dimensions--economic, financial, political, legal, and cultural--are examined. Successful completion of this course should allow students to understand and

appreciate the diversity and complexity of the global environment today's businesses have to grapple with.

BUS-F 151 Personal Finances of the College Student (3 cr.)

Introduction to the basic planning tools and concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student. Topics include, careers, goal setting, budgeting, tax planning and credit, including options for financing higher education. Foundation of the Financial Literacy Curriculum.

BUS-F 152 Basic Financial Planning and Investment (1 cr.)

Introduction to the basic planning tools and concepts for financial literacy into adulthood and retirement. Emphasis on analyzing, selecting and managing investments over a lifetime. Topics include: time value of money, financial statements, retirement objectives, and investing in various financial assets. Part of the Financial Literacy Curriculum.

BUS-F 300 Introduction to Financial Management (3 cr.)

An introduction to financial management and the role of the financial manager. Topics covered include a description of financial markets and basic financial analysis, working capital management, basic valuation and capital expenditure analysis are also covered. Credit not given for both BUS-F 301 and BUS-F 300; no credit given toward a B.S. in Business.

BUS-F 301 Financial Management (3 cr.) P: Admission to BUS, 56 credits, BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

BUS-F 302 Financial Decision Making (3 cr.) P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

BUS-F 365 Personal Financial Planning (3 cr.) P: BUS-F 301. General course oriented towards theory and application of personal financial planning topics, with focus on the process of accumulating and protecting wealth, towards the goal of obtaining financial independence. Time value of money exercises and money management tools are utilized. Other topics examined include personal insurance issues, investments, in private and public securities, retirement planning, and estate planning.

BUS-F 414 Financial Statement Analysis (3 cr.)

P: BUS-F 301. The course provides an understanding of the information contained in corporate financial statements and associated reports. The focus of this course is on the analysis, interpretation and prediction of financial statements. The course emphasizes the analysis and application of financial statement information for investment, credit, and management decisions.

BUS-F 420 Equity and Fixed Income Investment (3 cr.)

P: BUS-F 301. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

BUS-F 451 Financial Modeling (3 cr.) This course involves the development and application of computer-based financial models. Models from corporate finance

and investments use Microsoft Excel. This course helps students develop advanced spreadsheet skills for financial analysis. These skills include not only "number crunching" techniques, but also "best practices" in constructing models for investment and corporate decisions.

BUS-F 480 Professional Practice in Finance (3-6 cr.)

P: BUS-F 301, junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-F 490 Independent Study in Finance (1-3 cr.)

P: Consent of instructor. Supervised individual study and research in a student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

BUS-F 491 Internship in Finance (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office. S/F graded.

BUS-F 494 International Finance (3 cr.) P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

BUS-J 401 Administrative Policy (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

BUS-J 404 Business and Society (3 cr.) P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

BUS-K 201 The Computer in Business (3 cr.)

Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of Business Computing Center. Impact of computers upon business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

BUS-K 321 Management of Information Technology (3 cr.)

P: BUS-K 201. An introduction to information systems and technology and their role in the modern business enterprise. Topics include computer based information systems; managers' role in use, acquisition and control of information systems and technology for a competitive advantage; ethical use of information;

global information systems; and emerging information technologies.

BUS-K 353 Business Analytics and Modeling (3 cr.)

P: ECON-E 270 and (BUS-S 302 or BUS-K 321). High quality information is the key to successful management of businesses. Despite large quantity of data that is collected by organizations, managers struggle to obtain information that would help them in decision making. Data mining or predictive analytics is the use of machine learning algorithms to find patterns of relationships between data elements in large and noisy data sets, which can lead to actions that accrue organizational benefits, for example, by reduction of costs, enhancement of revenue and better management of business risks. Compared to traditional statistics, which often provide hindsight, the field of predictive analytics seeks to find patterns and classifications that look toward the future. By finding patterns previously not seen, predictive analytics not only provides a more complete understanding of data but also is the basis for models that predict, thus, enabling managers to make better decisions.

BUS-L 201 Legal Environment of Business (3 cr.)

P: Sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and BUS-L 200.

BUS-L 406 Law and Ethics at Work (3 cr.)

P: BUS-L 201. This course teaches students about important legal concepts surrounding work. It will explore best legal practices in areas that affect managers and workers, including the ethical dimensions of workplace trends. Finally, it will explore worker rights and responsibilities, such as non-disclosure, non-disparagement, non-compete and arbitration agreements.

BUS-M 255 Topics in Marketing (1-5 cr.) P: Sophomore Standing Variable topic, variable credit course in Marketing.

BUS-M 300 Introduction to Marketing (3 cr.)

Examination of the market economy and marketing institutions in the U.S. Decision making and planning from the manager's point of view; impact of marketing actions from the consumer's point of view. Credit not given for BUS-M 300 and BUS-M 301; no credit given toward a B.S. in Business.

BUS-M 301 Introduction to Marketing Management (3 cr.)

P: Admission to BUS, junior standing, ECON-E 201, ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

BUS-M 303 Marketing Research (3 cr.)

P: BUS-M 301. Focuses on the role of research in marketing decision making. Topics include defining research objectives, syndicated and secondary data sources of marketing information, exploratory research methods, survey research design, observational research techniques,

experimental design, sampling procedures, data collection and analysis, and communicating research findings.

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301. Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 426 Sales Management (3 cr.) P: BUS-M 301. Students will engage in an interactive exploration of the strategic and tactical issues important to managing a professional sales organization. Key topics will include organizing a sales force, recruiting, training, compensation, motivation, forecasting, territory design, evaluation, and control. Lectures and case studies.

BUS-M 450 Marketing Strategy (3 cr.) P: BUS-M 301 BUS-M 405, and senior standing with a marketing concentration. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making.

BUS-M 455 Topics in Marketing: Customer Relationship Marketing (3 cr.) P: BUS-M 301. Managing customer life cycle, customer retention, understanding relationships, strategic customer relationship management, customer service, social media, and social customer relationship management.

BUS-M 460 Digital Marketing (3 cr.) P: BUS-M 301 and consent of instructor. In the digital age of marketing, social networks and mobile applications have revolutionized how firms and consumers interact along the customer journey. This course provides a comprehensive survey of digital marketing approaches used by firms to achieve overall marketing goals. Students will get hands-on experience with social and digital marketing tools. Through a combination of lecture, case studies, and course projects students will learn to create and evaluate digital marketing strategies.

BUS-M 480 Professional Practice in Marketing (1-6 cr.) P: BUS-M 301, junior or senior standing with a concentration in marketing and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

BUS-M 490 Special Studies in Marketing (3-6 cr.) P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

BUS-M 491 Internship in Marketing (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office. S/F Graded.

BUS-P 301 Operations Management (3 cr.) P: ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

BUS-P 421 Supply Chain Management (3 cr.) P: BUS-P 301. This course focuses on the strategic design of supply chains with a particular focus on understanding customer value. Supply chain strategy examines how companies can use the supply chain to gain a competitive advantage. Students develop the ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics. The course approaches supply chain management from a managerial perspective and introduces concepts in a format useful for management decision making including using case analysis, team-based learning and business presentations. Topics include: Supply chain mapping; Supply chains and new products; Customer relationship management; Sustainability and SCM; Performance metrics; Collaboration; Customer service; and Supply chain risk management.

BUS-P 491 Internship in Operations Management (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office.

BUS-S 491 Internship in Management Information Systems (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office.

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. No credit if taken in the junior or senior year.

BUS-W 311 New Venture Creation (3 cr.) P: BUS-Z 302. Primarily for those interested in creating a new business venture. Emphasis is on personal, rather than corporate goals and strategy; and on problems of creation, rather than management of an enterprise. Each

student develops an investment feasibility study for a new company he would like to create.

BUS-W 430 Organizations and Organizational Change (3 cr.)

P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

BUS-W 480 Professional Practice in Management (3-6 cr.)

P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-W 490 Independent Study in Business Administration (1-6 cr.)

P: Consent of instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed.

BUS-W 491 Internship in Management (3 cr.)

P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office.

BUS-X 107 Freshman Seminar in Business (3 cr.)

The Freshman Seminar in Business course is designed to assist freshman in their transition into college. This course provides students with the essential skills needed to succeed in college. Module I of this course focuses on student success; during the first 5 weeks, students will focus on study skills, team building, peer leadership, and interpersonal skills. Module II focuses on financial planning; students will focus on goal setting, budgeting, financial planning, cash management, and credit management. Module III focuses on career exploration; this final module allows students to begin thinking about their concentrations, their future, and what it will take to properly prepare themselves for their future careers.

BUS-X 220 Professional Perspectives (2 cr.)

Assists students in their academic programs and post-college plans by providing information for career and course decision making. Scores of managers, senior executives, faculty, upper-class students mentors, alumni, community leaders, and others are involved in group interaction. Behavioral tests and career exercises aid in considering various career options based upon perspectives involving globalization, total quality management, workforce diversity, leadership, volunteerism, etc.

BUS-X 293 Honors Seminar in Business (1-3 cr.) For student in the Business Honors Program. May be taken twice for credit.

BUS-X 410 Business Career Planning and Placement (1 cr.) This course will focus on career planning and

development. Students will explore different career opportunities and work to identify within themselves the skills needed to succeed as a professional in a fast-changing, business environment. Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaigns, job-application methods, performing well in interviews, and initial conduct on job will be topics covered in this course. We will also explore general professional development, such as the importance of effective networking and effective communication.

BUS-X 487 Seminar in Business Administration (3 cr.)

Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Curriculum Management and Assurance of Learning Committee (CMALC). Students must have a cumulative G.P.A. of 2.0 to enroll in the course and permission of instructor.

BUS-X 493 Honors Seminar in Business (1-3 cr.)

For students in the Business Honors Program. May be repeated twice for credit.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.)

P: PSY-P 103, and junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

BUS-Z 344 Introduction to Human Resource Management (3 cr.)

P: BUS-Z 302. Introductory overview of human resources management. Special emphasis will be given to legal issues, diversity in the work force, and contemporary practices. [Note: Credit not given for both BUS-Z 440 Personnel-Human Resource Management and BUS-Z 344.]

BUS-Z 440 Personnel-Human Resource Management (3 cr.)

P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

BUS-Z 447 Leadership, Teamwork, and Diversity (3 cr.)

P: TBD. This course uses a "matrix approach" to provide an integrated experience for the student. Ultimately, this course aims to strengthen students' leadership potential, their ability to be an effective team member of a high performing team, and to understand, respect, and value diversity.

BUS-Z 456 Leadership Skills (3 cr.)

P: BUS-Z 302. This course teaches students to identify and strengthen their general leadership skills and analyze the competitive job market to establish and develop career-specific leadership skills. Students are required to fulfill a minimum of 10 hours of leadership activities within an organization to hone and reflect upon their leadership skills.

BUS-Z 460 Organizational Culture and Engagement Best Practices (3 cr.) P: BUS-Z 302 and consent of

instructor. This course addresses various aspects of human resources management as it relates to diagnosing and designing an intentional culture and best practices in employee engagement. The focus of the course is to understand how effective and aligned HR practices contribute to sustaining the organizational culture and exceeding stakeholder expectations.

BUS-Z 470 Issues in Human Resources Management (3 cr.) P: BUS-Z 302. This course examines in depth selected topics in human resource management, such as HRIS, strategic human resource planning, recruitment, selection, engagement, culture, performance appraisal, compensation, training, employee rights, or health and safety.

BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

BUS-Z 490 Independent Study in Leadership (1-5 cr.) P: BUS-Z 302. For senior-year students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

BUS-Z 491 Internship in Human Resources Management (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office.

Economics

ECON-E 200 Fundamentals of Economics (3 cr.) Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions; current economic policy alternatives as they affect both the individual and the society. No credit toward a B.S. in Business; no credit for both ECON-E 200 and ECON-E 201.

ECON-E 201 Introduction of Microeconomics (3 cr.) P: MATH-M 105. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: MATH-M 105. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) P: MATH-M 118. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance,

and elementary decision theory. Credit not given for both ECON-E 270, PSY-K 300 and MATH-K 310.

ECON-H 203 Introduction to Microeconomics Honors (3 cr.) For students in the Honors Program.

Hospitality and Tourism

HTM-T 100 Introduction to Tourism Studies (3 cr.) Travel, trends, travel-modes, and economic impact on destination area. Emphasis on local, regional, and national tourism.

HTM-T 171 Introduction to Convention/Meeting Management (3 cr.) An overview of the conventions, expositions and meetings industry. Focus will be on the operational aspects of various industry segments and the intra-industry of each.

HTM-T 181 Lodging Industry Operations (3 cr.) Concepts of organization, communication, ethics and policy formulation in the front office. Introducing the basic techniques and trends in systems and equipment available to meet the needs of the management and the guest.

HTM-T 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.) The application of sanitary and public health engineering principles to food service and lodging operations.

HTM-T 210 Special Event Management (3 cr.) P: HTM-T 171 Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 218 Wines of the World (3 cr.) P: 21 years of age. An examination of wines produced in other countries, identifying the characteristics of the growing regions, types of wines produced, economic considerations of purchasing imported wines and marketing these wines to increase beverage sales.

HTM-T 219 Management of Sports Events (3 cr.) Amateur or professional sport event planning will include discussion of site selection, logistics, personnel, marketing, economics, and legalities of hosting an event.

HTM-T 271 Mechanics of Meeting Planning (3 cr.) P: HTM-T 171. An analysis of details pertinent to the organization and execution of a meeting. Topics include finances and contracts, site selection, program development, marketing, evaluation and wrap-up.

HTM-T 306 Destination Planning (3 cr.) To prepare a business plan that presents a comprehensive outline of a proposed hospitality operation and includes a financial portfolio and work history of the applicant.

HTM-T 310 Event Catering Management (3 cr.) Exploration of off and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HTM-T 325 Food and Beverage Management (3 cr.) P: HTM-T 191. This course will educate students on the standards required for food and beverage operations. They will learn how to effectively manage food and beverage controls, operating budgets, health and safety in food preparation, menu management and pricing,

purchasing and supplier selection, and service quality standardization.

HTM-T 328 Introduction to Microbrewing (3 cr.) P: 21 years of age. This course deals with the principles of microbrewing, and each student will learn the basic concepts necessary to create beer. In this sense, students should come away from this class with the knowledge to build his or her own microbrewery. As well, this class teaches a general appreciation for brewing and beers around the world.

HTM-T 334 Cultural Heritage Tourism (3 cr.) Cultural and heritage tourism balances visitor interests and needs against protecting cultural and heritage resources. This course examines the range of cultural and heritage assets that can become viable tourism attractions and looks at ways of linking quality cultural heritage tourism to community development. Special emphasis will be placed on Indiana cultural and heritage tourism.

HTM-T 351 Tourism Experiences (3 cr.) P: HTM-T 100. This course aims to evaluate tourism experiences from an interdisciplinary perspective, including the role of humans, nature/landscapes, built environments and technologies in staging tourism-experiences. Elements include analysis and evaluation of tourism experiences involving hospitality, resorts, cultural/heritage locations, urban destinations and events. The class will include techniques for managing quality tourism experiences and the developing new tourism experience for a tourism location.

HTM-T 355 Interpretation and Tour Guiding for Destinations (3 cr.) P: HTM-T 100. This course explores the communication processes and practices between resource managers and visitors at tourism locations including natural, cultural, historic and learning resource sites. This course includes principles and techniques of gathering, analyzing and disseminating information through various media, such as exhibits, presentations, publications and programs at museums, natural and cultural centers, and other tourism attractions.

HTM-T 362 Economics of Tourism (3 cr.) P: HTM-T 100. C: ECON-E 201 or ECON-E 200. To discuss the economic impact of travel on tourism's various sectors, and the quantitative methods that can be applied to travel forecasting and tourism principles.

HTM-T 371 Special Event Management (3 cr.) Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 375 International Tourism (3 cr.) This course will help students have a better understanding of tourism practices from a global perspective by appraising the impact of international tourism from a cultural, social and economic point of view. This will involve examining the history, policy, and trends in the industry, research various aspects of the tourism industry, identifying potential careers, and acquiring workable use of terms, concepts, and principles.

HTM-T 385 Beer and Spirits Management (3 cr.) P: 21 years of age. Students will be introduced to the basic principles of beer and spirits production with a primary focus on manufacturing quality criteria, beer and spirits

styles, and sensory standards. Evaluation by tasting is an integral part of this course.

HTM-T 401 Tourism Internship (3-6 cr.) P: Junior standing. To provide students an opportunity to improve their operational/managerial skills by working in new areas.

HTM-T 419 Tourism Sports Marketing (3 cr.) P: ECON-E 200 or ECON-E 201 and BUS-A 200 or BUS-A 201. This course will focus on marketing for diverse sports as it relates to tourism with an emphasis on intercollegiate athletics, professional sports, and multi-sport club operations.

HTM-T 425 Event Production (3 cr.) P: HTM-T 171 and HTM-T 271. This course will help students gain an understanding of the production of events. The logistics and strategy behind quality events will be covered and students will have the opportunity to use scenarios to create their own signature event specifications.

HTM-T 444 Tourism Careers and Leadership (3 cr.) P: HTM-T 171, junior status or approval of instructor. This course will cover topics that help students be prepared for a career in the tourism industry. Leadership and management techniques will be discussed and studied to help hone in skills that will be vital to tourism professionals and especially those with supervisory responsibilities.

HTM-T 460 Hospitality, Leadership, and Event Management: Disney Style (3 cr.) P: HTM-T 100 Introduction to Tourism Studies, HTM Major or Minor required, competitive application to be approved for course with approval of professor. This course will give students the unique perspective of hospitality and event management from the Disney perspective. This course will include training in the Disney leadership style, Disney culture, and the Disney creative process and will study how this can be applied to the field of Hospitality and Tourism.

HTM-T 461 Food & Beverage, Cross-culture, an International Tourism: Disney Style (3 cr.) P: HTM-T 100 Introduction to Tourism Studies, HTM Major or Minor required, competitive application to be approved for course with approval of professor. This course will give students the unique perspective of multicultural issues and international tourism from the Disney perspective. This course will also include training in the Disney strategy, Disney culture, and the Disney creative process and will study how this can be applied to the field of food and beverage management and international tourism.

HTM-T 475 Special Topics in Tourism (3 cr.) P: HTM-T 171, junior status or approval of instructor. This course will cover special topics that are current issues or opportunities in the tourism industry. With the rapidly changing tourism environment due to economies, technology, and aging populations, there are some topics that will be timely to the current trends in tourism and will benefit our students to have an understanding of these topics prior to working in the industry full-time.

Public Administration and Health Management

PAHM-B 311 Systems of Health Care Delivery (3 cr.) Students examine the U.S. health delivery systems and its components. The focus of this course is on the current and potential future health services systems and

their components. In addition, common leadership and management models/theories, communication styles, use of technologies in health care and documentation of patient/family/community health problems, the developing electronic health record, and impact of culture on the components of the system and on health care providers-patients/families/healthcare provider interactions are discussed.

PAHM-B 320 Global Systems of Health Care Delivery (3 cr.) This course is intended to give students an overview of the history, structure, and financing of systems of health care delivery of developed and emerging nations in comparison and contrast to that of the United States. Students will understand the goals and challenges in achieving optimum health in these countries.

PAHM-B 352 Performance Improvement in Health Management (3 cr.) P: 30+ credit hours. This course provides the fundamental concepts of quality management in health care systems and the essential tools, to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments, to create a more meaningful student experience, useful in your future endeavours.

PAHM-B 371 Human Resource Management in Health Care (3 cr.) Human resource management in the health care system. Including planning, staffing, development, performance appraisal, job design development and analysis.

PAHM-H 315 Consumer Health (3 cr.) This course provides students with (1) a model for making informed consumer health related decisions; (2) current information involving consumer related topics, emphasizing necessity of current information for making informed decisions; and (3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

PAHM-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PAHM-H 352 Healthcare Finance I (3 cr.) A study of the financial management of health care facilities, based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PAHM-H 354 Health Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PAHM-H 355 Economics of Health Care (3 cr.) Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students in economics to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. We will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

PAHM-H 365 Health Services Practicum (1-3 cr.) The Health Services Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PAHM-H 402 Hospital Administration (3 cr.) The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement will be examined.

PAHM-H 411 Long-Term Care Administration (3 cr.) Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.

PAHM-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PAHM-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course will discuss policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/ health care facility environment, such as third-party payments and federal assistance.

PAHM-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PAHM-H 456 Health Care Reimbursement (3 cr.) Course examines the organizational structures of

managed care as used in the health industry. The strengths and weaknesses of managed care organizations are examined, as well as the performance of both public and private managed care organizations. Course also examines and discusses current issues surrounding managed care.

PAHM-H 474 Health Administration and Policy (3 cr.)

This course examines healthcare decision-making challenges from managerial perspective and explores broader policy issues associated with ethical problems in healthcare institutions. It provides an overview of general theories of ethical challenges and policy implications in everyday managerial activities.

PAHM-M 366 Leadership for Health Professionals (3 cr.)

This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

PAHM-V 130 Current Topics in Public Affairs (1-3 cr.)

Readings and discussion of current public affairs issues and problems. May be repeated for credit.

PAHM-V 171 Introduction to Public Administration (3 cr.)

Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.)

This course provides a broad overview of the U.S. nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations, and looks at current challenges that the sector faces.

PAHM-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and, in particular, problems of management in a democratic, limited government system.

PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

PAHM-V 362 Nonprofit Management and Leadership (3 cr.)

Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy-makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop

students' management skills, analytical tools, and knowledge.

PAHM-V 366 Managing Behavior in Public Organizations (3 cr.)

This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

PAHM-V 368 Managing Government Operations (3 cr.)

P: PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, and inventory assignment, transportation, and replacement decisions.

PAHM-V 370 Research Methods and Statistical Modeling (3 cr.)

This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

PAHM-V 372 Government Finance and Budgets (3 cr.)

Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

PAHM-V 373 Human Resource Management in the Public Sector (3 cr.)

The organization and operation of public personnel management systems, with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

PAHM-V 376 Law and Public Policy (3 cr.)

The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

PAHM-V 378 Policy Processes in the United States (3 cr.)

Course content includes analytical perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.)

This course provides an overview of program evaluation as it relates to public affairs, criminal justice, health policy, and environmental science with particular emphasis on measuring program outcomes. The course is designed for students who envision themselves working in management, policy-making, or research roles.

PAHM-V 380 Internship in Public and Environmental Affairs (1-9 cr.)

P: Consent of instructor. Open to interested majors upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. This course is graded S/F (satisfactory or fail).

PAHM-V 386 Case Studies for Policy Analysis (3 cr.)

This course focuses on analyzing case studies of public policies using a variety of disciplinary perspectives,

including application of the principles and concepts of intermediate microeconomic theory.

PAHM-V 387 Public Administration and Emergency Management (3 cr.) An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

PAHM-V 405 Public Law and the Legislative Process (3 cr.) This course focuses on Congress as a policy-making body in the U.S. public law system. It covers the constitutional framework for congressional operations, as well as technical aspects of the legislative process such as bill drafting and analysis, the role of leadership, and the prerogatives of individual members.

PAHM-V 412 Leadership and Ethics (3 cr.) This course is designed to examine the complex leadership issues and challenges facing communities and to explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when making decisions must be considered within an ethical framework.

PAHM-V 443 Managing Workforce Diversity (3 cr.) The composition and nature of the workforce is changing. Managers must decide how to accommodate real differences among the members of their organizations. This course seeks to provide information for practitioners who hope to integrate an understanding of workforce diversity into their management style and professional behavior.

PAHM-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

PAHM-V 460 Intergovernmental Relations (3 cr.) Overview of the dynamics of multi-organizational governance in the United States. Examination of federal and other systems. Structure and operations of intergovernmental programs and the role of managers within these systems.

PAHM-V 473 Management, Leadership, and Policy (3 cr.) This course seeks to integrate learning across the public affairs curriculum. Students will review and reflect about their learning in management, leadership, and policy. Experiential methods service learning, projects, cases, and exercises – will be used to help students apply theory, concepts, and skills.

PAHM-W 314 Ethical Practices for Allied Health Professionals (3 cr.) Ethics for Health Professionals provides a thorough grounding in ethical theories and principles as reflected in current health care issues and policies. Students are introduced to a variety of frameworks for ethical decision-making and policy analysis. Current trends in the political, economic, and legal spheres of the contemporary health care arena are analyzed through the use of case studies, articles and video presentations.

Sport and Recreational Management

SRM-P 211 Introduction to Sport Management

(3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

SRM-P 328 Issues in Intercollegiate Athletics (3 cr.)

P: 30 + hours of credits. Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments.

SRM-P 333 Sports in America: Historical Perspectives

(3 cr.) P: 30 + credit hours. Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present.

SRM-P 402 Ethics in Sport (3 cr.)

P: 30 + credit hours. (Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

SRM-P 411 Legal Issues in Sport Settings (3 cr.)

P: 30 + credit hours. An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

SRM-P 415 Sport Promotions and Public Relations

(3 cr.) P: 30 + credit hours. An introduction to the theories and techniques of sport promotions, public relations and fund raising.

SRM-R 213 Introduction to Sport Information (3 cr.)

An introduction to the area of sport information. Emphasis is placed on the fields within sport information, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

SRM-R 319 Sport Facility Management (3 cr.)

P: SRM-P 211; HTM-M 219 or BUS-Z 302. Management of sport and recreation facilities in the public and private sector including design, development, utilization, resources and auxiliary operation considerations. The course focuses on the facility manager's responsibilities including ticket sales, crowd control, security, customer satisfaction, human resources management, and revenue generation. The course requires site visits and analysis of various recreation facilities.

SRM-R 418 Sport and Recreation Marketing (3 cr.)

P: SRM-P 211 and BUS-M 300, BUS-M 301, or BUS-

D 301. This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

SRM-R 432 Leadership and Management in Sport (3 cr.) P: SRM-P 211 Introduction to Sport Management. An introduction to the fundamental concepts, theories, and techniques for management in sport industry. Emphasizing scientific approaches of creating efficient sport business organizations, the course will cover organizational behavior related topics such as problem-solving, decision making, strategic and operational planning, organizational culture, diversity, leadership, and teamwork.

SRM-R 445 Special Topics in Sport and Recreation Management (3-6 cr.) Special Topics in Sport and Recreation Management. May be repeated with different topic for a total of 6 credit hours. Topics may vary each semester. Topics will include Olympics, international governance in sport, and sport as social events.

SRM-R 472 Youth Sport Management (3 cr.) P: junior or senior standing. Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

SRM-R 491 Internship in Sport and Recreation Management (1-6 cr.) Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course. One credit hour will consist of 40 hours of participation in activities associated with an internship assignment

SRM-R 492 Independent Study in Sport & Recreation Management (1-6 cr.) Students will immerse themselves in a new or ongoing research project conducted by Sport & Recreation Management faculty. In this context, students will be given opportunities to learn practical, hands-on research skills. These skills could include but are not limited to data collection, data analysis, scientific writing, and scientific presentations.

SRM-S 320 Economics of Sport (3 cr.) P: Sophomore standing. A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust legislation and public financing of arenas and stadiums are also examined.

HPER-S 320 Economics of Sport (3 cr.) P: Sophomore standing. A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust

legislation and public financing of arenas and stadiums are also examined.

HPER-P 333 Sports in America (3 cr.) P: 30 + credit hours. Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present.

HPER-P 402 Ethics in Sport (3 cr.) P: 30 + credit hours. (Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

HPER-P 411 Legal Issues in Sport Settings (3 cr.) P: 30 + credit hours. An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

HPER-P 415 Sport Promotions and Public Relations (3 cr.) P: 30 + credit hours. An introduction to the theories and techniques of sport promotions, public relations and fund raising.

HPER-R 491 Internship in Sport and Recreation Management (1-6 cr.) Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course. One credit hour will consist of 40 hours of participation in activities associated with an internship assignment

HPER-R 472 Youth Sport Management (3 cr.) P: junior or senior standing. Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

HPER-R 319 Sport Facility Management (3 cr.) P: HPER-P 211; HTM-M 219 or BUS-Z 302. Management of sport and recreation facilities in the public and private sector including design, development, utilization, resources and auxiliary operation considerations. The course focuses on the facility manager's responsibilities including ticket sales, crowd control, security, customer satisfaction, human resources management, and revenue generation. The course requires site visits and analysis of various recreation facilities.

HPER-R 213 Introduction to Sport Information (3 cr.) An introduction to the area of sport information. Emphasis is placed on the fields within sport information, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends,

production competencies, and employment options and trends.

HPER-R 418 Sport and Recreation Marketing (3 cr.)
P: HPER-P 211 and BUS-M 300, BUS-M 301, or BUS-D 301. This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

HPER-R 432 Leadership and Management in Sport (3 cr.) P: HPER-P 211 Introduction to Sport Management. An introduction to the fundamental concepts, theories, and techniques for management in sport industry. Emphasizing scientific approaches of creating efficient sport business organizations, the course will cover organizational behavior related topics such as problem-solving, decision making, strategic and operational planning, organizational culture, diversity, leadership, and teamwork.

SRM-R 442 eSports Management (3 cr.) eSports is now one of the fastest growing sports. This course introduces the concept of eSports, providing in-depth understanding of the eSports industry and related organizations. Students will learn marketing/management ideas for eSports and how to apply these by reviewing lecture slides, reading relevant articles, and completing various assignments.

HPER-R 445 Special Topics in Sport and Recreation Management (3-6 cr.) Special Topics in Sport and Recreation Management. May be repeated with different topic for a total of 6 credit hours. Topics may vary each semester. Topics will include Olympics, international governance in sport, and sport as social events.

Graduate Courses for MBA

BUKO-A 511 Financial Accounting Theory & Practice I (3 cr.) An intermediate financial accounting course emphasizing financial statement preparation and analysis. Includes intermediate theory and problems, asset valuation, income measurement, preparation and analysis of financial statements.

BUKO-A 512 Financial Accounting Theory & Practice II (3 cr.) Application of intermediate accounting theory to problems involving long-term liabilities, corporations, earnings per share, tax allocation, pensions, leases and cash flows.

BUKO-A 522 Advanced Financial Accounting (3 cr.) Consideration of advanced financial accounting problems, including those related to consolidated financial statements, business combinations (mergers and acquisitions), branches, foreign operations and nonprofit organizations.

BUKO-A 524 Survey of Economics (2 cr.) Foundation course for those whose background in economics is inadequate for advanced business courses. The microeconomic component analyzes applications to problems of market behavior market structure, and welfare. The macroeconomic component analyzes the

basic model of income-employment determination in relation to microeconomics.

BUKO-A 528 Introduction to Taxation (3 cr.) Course focuses on individual income taxation and tax planning, introducing students to U.S. federal income tax law. Basic tax treatment of corporations, partnerships, limited liability companies, trusts and estates included. Through tax research students develop appreciation for tax law sources - Internal Revenue code, regulations, administrative pronouncements and case law.

BUKO-A 533 Accounting Function (2 cr.) An overview of basic accounting concepts and functions through a case method approach. Provides an understanding of the financial accounting cycle of a business entity, including an overview of various financial statements and the elements which comprise them.

BUKO-A 534 Auditing Theory and Practice (3 cr.) This course addresses the concepts and procedures of external and internal audits for businesses, including issuance of the audit report, reviews of internal control, statistical sampling, EDP systems, the company's business cycles, forensic accounting, auditing for fraud and other assurance services. Many topics covered are included on the CPA exam.

BUKO-A 537 Business Information Systems (3 cr.) An overview of accounting systems and their existence within businesses. The course includes discussions of system controls, transaction processing, business cycles and issues related to development and installation of automated accounting systems.

BUKO-C 555 Investments (3 cr.) P: BUS-F 301 or equivalent. The course provides the conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions. Topics include risk and return analysis, portfolio theory, valuation of stocks and bonds, financial institutions, market efficiency, and derivative securities.

BUKO-C 562 Professional Development and Self-Leadership (2 cr.) The course concepts provide direction to individuals towards a satisfying career; and, in influencing and enhancing their behaviors resulting in effective work relationships and organizational contribution, including the global context. Topics are career management and career transitions; organizational socialization; behavior self-management and social learning; and leader substitutes, such as empowerment.

BUKO-C 567 Issues in Financial Management (1-3 cr.) P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

BUKO-C 570 Issues in Human Resource Management (1-3 cr.) P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational

health and safety. ("Staffing Organizations" typical topic offered).

BUKO-C 581 Advertising and Sales Promotion (3 cr.)

P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

BUKO-C 590 Independent Study In Business And Administration (1-3 cr.)

P: permission of instructor and MBA Director. The objective behind an independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

BUKO-C 599 Project Demonstrating Expertise (PDE) (3 cr.)

P: Permission of instructor and MBA Director. A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

BUKO-D 542 Advanced Managerial Accounting (3 cr.)

P: BUS-A 201. Spring Semesters. The uses of accounting information for decision making, and for planning and controlling business operations. The behavioral aspects of performance reports, budgets, and variance analysis.

BUKO-E 542 Strategic Managerial Economics (3 cr.)

P: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters. Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

BUKO-F 542 Advanced Financial Management (3 cr.)

P: BUS-F 301. Spring Semesters. Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

BUKO-F 543 Financial Modeling (3 cr.)

P: BUS-F 301 or equivalent, and permission of MBA Director This course involves the development and application of computer-based financial models. Models from corporate finance and investments use Microsoft Excel. Course helps students develop advanced spreadsheet skills for financial analysis. These skills include not only "number crunching" techniques, but also "best practices" in constructing models for investment and corporate decisions.

BUKO-F 571 International Corporate Finance (3 cr.)

P: BUS-F 301 or equivalent. This course examines how firms and investors manage their operation or investments in an international environment. Topics to be discussed include foreign exchange risk management, financing the global firm, foreign investment decisions and multinational capital budgeting.

BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.)

P: permission of instructor. This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

BUKO-J 542 Ethical and Regulatory Environment of Business (3 cr.)

Recognizing that major business decisions have social and legal implications, this course builds awareness and understanding of these dimensions of managerial actions. It explores the ethical concerns of organizations and the challenges in managerial decision making.

BUKO-J 552 Principles of Leadership and Ethics (3 cr.)

Ethical teamwork and leadership are required for sustainable organizational success. Leadership competencies are essential for leading and managing diverse organizations in ethical ways. This course delivers critical knowledge and skills in the areas of ethical teamwork and leadership and aims to develop leaders through applied and reflective learning.

BUKO-J 554 Leadership in a Global Context (3 cr.)

This course prepares students to navigate the opportunities and challenges for organizational leaders operating in a global context. Emphasis is placed on developing self- and cultural awareness, working effectively with people from different backgrounds, and identifying cross-cultural similarities and differences that influence corporate strategy and organizational policies and procedures.

BUKO-J 556 Leadership Skills (3 cr.)

Students learn and apply key theories and frameworks that guide systematic thinking to understand how leadership skills are essential to organizational success via job market analysis and leadership skill development plan. To apply their knowledge, students must complete a minimum of 10 hours of leadership activities within an organization.

BUKO-J 560 Global Strategic Management (3 cr.)

Spring Semesters. Must have completed Phase I. This course emphasizes the integration and application of diverse knowledge and understanding of organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

BUKO-J 561 Advanced Integrated Business

Simulation (3 cr.) Using computer simulation, teams will be introduced to entrepreneurial business strategies and will manage businesses within a competitive marketplace. Students will start up and run a company, and integrate marketing, human resources, operations, finance, and accounting. Repeatedly, students must analyze data and plan a business strategy to build competitive advantage.

BUKO-K 543 Predictive Analytics for Business (3 cr.)

P: BUKO-K 542 This course will focus primarily on data mining for prediction, classification, and clustering tasks for business, including both supervised and unsupervised learning models. Possible course topics include predictive performance, linear regression, nearest neighbor estimation, naive Bayes classifier, classification and

regression trees; logistic regression, neural nets, cluster analysis, and machine learning.

BUKO-L 506 Employment Problems and the Law (3 cr.) Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

BUKO-L 512 Law and Ethics in Business (3 cr.) Fall Semesters. The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

BUKO-M 542 Organizational Theory and Development (3 cr.) P: BUS-Z 302 or equivalent. The study of organizational theories, structure, processes, and outcomes in a dynamic environment with emphasis on achieving effectiveness through planned change. Topics include organizational and environmental diagnostic methods, organizational capacity for change, and organizational transformation strategies.

BUKO-M 560 Advanced Marketing Management (3 cr.) P: BUS-M 301. Fall Semesters. The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing marketing decisions. Extensive use of selected readings, cases, and research projects.

BUKO-M 570 Advanced Operations Management (3 cr.) P: BUS-K 302. Spring Semesters. An in-depth study of topics such as operations planning, material requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

BUKO-Z 542 Foundations of Strategic Human Resource Management (3 cr.) P: BUS-Z 302. Fall Semesters. This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

PAHM-H 509 Financial Management Principles of Healthcare (3 cr.) Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory

used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PAHM-H 514 Health Economics (3 cr.) Examines the principles and applications of economic analysis in the health field; the economist's approach to health care issues, and provides insights offered by economic analysis of specific health issues and problems.

PAHM-H 515 Seminar in Health Policy: Special Topic (3 cr.) Exploration of health policy topics from economic, financial, sociological, political and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments.

PAHM-H 612 Marketing for Health Services Delivery (3 cr.) The course provides a working knowledge and the skills required to market health services. Health institution-based projects are emphasized.

PAHM-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PAHM-V 502 Public Management (3 cr.) Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

PAHM-V 504 Public Organizations (3 cr.) This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.) Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

PAHM-V 509 Administrative Ethics in Public Sector (3 cr.) Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle blowing. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

PAHM-V 512 Public Policy Process (3 cr.) An examination of the role of the public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

PAHM-V 517 Public Management Economics (3 cr.) This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case

studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

PAHM-V 525 Management in the Nonprofit Sector (3 cr.) P: PAHM-V 521. An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

PAHM-V 540 Law and Public Policy (3 cr.) Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens' rights, among others.

PAHM-V 543 Health Services Management (3 cr.) A course that integrate theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

PAHM-V 550 Topics in Public Affairs (3 cr.) Selected research and discussion topics organized on a semester-by-semester basis usually with significant student input in the course design.

PAHM-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

PAHM-V 560 Public Finance and Budgeting (3 cr.) The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

PAHM-V 561 Public Human Resources Management (3 cr.) Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

PAHM-V 562 Public Program Evaluation (3 cr.) Examination of how the program of public agencies is proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

PAHM-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

PAHM-V 569 Executive Leadership and Ethics (3 cr.) This course integrates current ideas and applications to provide students with an applied and comprehensive view of the leadership experience and related ethical issues. Students will develop the skills ethical leaders need to make better decisions, assume greater responsibilities, and be able to communicate their beliefs and values to others.

PAHM-V 585 Practicum in Public Affairs (1-9 cr.) Students hold work assignments with public agencies. Grading is on an S/F basis.

PAHM-V 631 Health Planning (3 cr.) A workshop in analysis and use of health data in a planning context. Course deals with the planning process and methods with an emphasis on systems theory. Class project or plan is developed and presented and defended in a simulated public hearing format.

Master of Science in Management-Online Consortium

The Chancellors' Master of Science in Management teaches you the knowledge and skills you need to be a successful manager: communication, team building, conflict resolution, and negotiation. You'll find it particularly appropriate if you have not taken management courses in the past but now manage, or plan to manage, a team.

There are no quantitative courses in this program. Instead, you study leadership, teams, change management, and ethics; and you gain next-level skills in critical thinking and performance improvement.

There are two tracks to choose from:

1. Human Resources
2. General Management

Degree Requirements:

To earn the MS in Management, students must complete 30 credit hours of coursework as follows:

Core Courses: Six courses (18 cr.)

(Those with non-business undergraduate backgrounds should begin with BUSE-A500: Speaking the Language of Business; this course will count toward elective credit)

1. Complete:
 - BUSE-B 511 Business Communications/Managerial Communications (3 cr.)
2. Complete **one** course in Leadership: (3 cr.)
 - BUEA-M 550 Leadership and Motivation (3 cr.)
 - BUKO-J 552 Principles of Leadership and Ethics (3 cr.)
 - BUNW-Z 506 Leadership (3 cr.)
 - BUSE-A 508 Organizational Behavior and Leadership (3 cr.)
3. Complete **one** course in Ethics: (3 cr.)
 - BUEA-M 557 Contemporary Managerial Ethical Issues (3 cr.)
 - BUNW-B 514 Legal, Ethical, and Social Environment of Business (3 cr.)
 - BUSE-B 510 Managerial Ethics (3 cr.)

4. Complete **one** course in Change Management: (3 cr.)
 - BUEA-M 551 Organizational Learning and Change Management (3 cr.)
 - BUKO-M 542 Organizational Theory and Development (3 cr.)
 - BUSE-E 548 Organizations and Organizational Change Management (3 cr.)
5. Complete **one** course in Managing Teams: (3 cr.)
 - BUNW-C 512 Managing in a Team-Based Organization (3 cr.)
 - BUSE-Z 506 Managing the Team-Based Organization (3 cr.)
6. Complete
 - BUSE-E 552 Negotiation (3 cr.)

Track Courses: Four courses (12 cr.) - Complete one of the following tracks:

A. Human Resources Track:

1. Complete **one** of the required HR Track Courses: (3 cr.)
 - BUEA-M 558 Human Resource Management (3 cr.)
 - BUKO-Z 542 Strategic Human Resource Management (3 cr.)
 - BUNW-G 514 Human Resource Management (3 cr.)
 - BUSE-E 554 Human Resource Management (3 cr.)
2. Complete **three** of the HR Track Electives: (9 cr.)*
 - BUKO-C 570 or BUSE-E 574 Strategic Staffing (3 cr.)
 - BUKO-L 506 Employment Problems and the Law (3 cr.)
 - BUSE-E 549 Industrial (Labor) Relations (3 cr.)
 - BUSE-E 558 Total Compensation (3 cr.)
 - BUSE-E 559 Performance Management (3 cr.)
 - BUSE-E 585 Training and Development (3 cr.)

*Students from non-business undergraduate backgrounds must complete BUSE-A500 Speaking the Language of Business as one of the electives.

B. General Management Track:

Complete four courses (12 cr.) from the following options:*

- a. International Business course: (3 cr.)
 - BUEA-M 559 Global Leadership (3 cr.)
 - BUKO-K 554 Leadership in a Global Context (3 cr.)
 - BUNW-B 515 Introduction to International Business (3 cr.)
- b. Ops/Project Management course: (3 cr.)
 - BUEA-M 563 Operations and Supply Chain Management (3 cr.)
 - BUNW-B 513 Operations and Supply Chain (3 cr.)
 - BUSE-B 517 Operations and Supply Chain Management (3 cr.)
- c. Strategy course: (3 cr.)
 - BUEA-M 560 Strategic Management (3 cr.)

- BUKO-J 560 Global Strategic Management
- d. Analytics/IS course: (3 cr.)
 - BUKO-K 542 Business Analytics (3 cr.)
 - BUSE-A 509 Management Information Systems (3 cr.)
 - e. Human Resources course: (3 cr.)
 - BUEA-M 558 Human Resource Management (3 cr.)
 - BUKO-Z 542 Strategic Human Resource Management (3 cr.)
 - BUNW-G 514 Human Resource Management (3 cr.)
 - BUSE-E 554 Human Resource Management (3 cr.)
 - f. Marketing course: (3 cr.)
 - BUEA-M 554 Marketing Management (3 cr.)
 - BUKO-M 559 Advanced Marketing Management (3 cr.)
 - BUNW-B 511 Marketing Management (3 cr.)
 - BUSE-C 521 Marketing Management (3 cr.)
 - g. Economics: (3 cr.)
 - BUNW-A 514 Economics for Managers

*Students from non-business undergraduate backgrounds must complete BUSE-A500 Speaking the Language of Business, as one of the electives.

Master of Science in Strategic Finance-Online Consortium

The Chancellors' Master of Science in Strategic Finance offers instruction in accounting and finance concepts and principles. It prepares you to tackle problems with advanced problem-solving and critical-thinking skills. Interpret and respond to financial data and scenarios. Develop ethical strategies to address issues faced by finance professionals. Learn to apply and integrate financial concepts and analytical tools.

This 100 percent online collaborative program is taught by faculty at IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

There are three tracks to choose from:

- Accounting
- Investments
- Managerial Finance

This program may be a good fit if you are:

- A recent college graduate seeking an advanced degree in finance
- An adult learner with a bachelor's degree and professional experience

Note: Students wanting to pursue a CPA may count the 30 credits they earn in this program toward completion of the 150-hour CPA requirement.

Admissions

To be accepted to this program, you must have:

- A bachelor's degree from a regionally accredited institution*
- Minimum 3.0 undergrad GPA**

*Non-business majors can complete business foundational coursework in as little as one semester to be eligible for this degree. Contact IU Online for more information.

** If undergraduate GPA was under 3.0, a GMAT score of 550 or GRE score of 309 can be submitted for admission.

To apply to this program, complete an online application that includes:

- Official transcripts
- Optional for applicants with less than a 3.0 undergrad GPA:
 - A 250-word personal statement explaining background and reasons for entering the program.
 - GMAT score of 550 or GRE score of 309

Degree Requirements

To graduate with the Chancellors' Master of Science in Strategic Finance, you must complete a minimum of 30 credit hours. Requirements are broken down as follows:

Core courses (24 cr.)

- BUSB-C 502 The Legal and Ethical Environment of Business (3 cr.) or
 - BUSE-E 597 Fraud Issues in Business (3 cr.)
- BUSE-A 507 Modeling and Simulation (3 cr.)
- BUSE-C 522 Financial Management (3 cr.) or
 - BUEA-F 510 Financial Management (3 cr.) or
 - BUNW-C 517 Financial Management Analysis (3 cr.)
- BUSE-E 577 Financial Statement Analysis (3 cr.)
- BUSE-E 589 Intermediate Accounting I (3 cr.) or
 - BUKO-A 511 Financial Accounting Theory and Practice I (3 cr.)
- BUSE-E 594 Business Analysis & Valuation (3 cr.)
- BUSE-E 595 Advanced Corporate Finance (3 cr.) or
 - BUSB-F 542 Strategic Financial Management (3 cr.)

Choose one of the following:

- BUKO-D 542 Advanced Managerial Accounting (3 cr.)
- BUNW-A 513 Accounting for Decision Making (3 cr.)
- BUSB-F 503 Decision-Making Tools in Accounting (3 cr.)
- BUSE-A 505 Strategic Cost Management (3 cr.)

Complete one of the following tracks:

Accounting Track (6 cr.)

- BUKO-A 534 Auditing Theory and Practice (3 cr.) or
 - BUSE-G 533 Auditing (3 cr.)
- BUKO-A 528 Introduction to Taxation (3 cr.) or
 - BUSE-H 546 Advanced Corporate Taxation (3 cr.)

Investment Track (6 cr.)

- BUKO-C 555 Investments (3 cr.) or
 - BUNW-F 524 Investment Management (3 cr.) or
 - BUSB-F 514 Investment Management (3 cr.) or
 - BUSE-E 557 Investment Management (3 cr.)

Choose one of the following:

- BUNW-F 517 Speculative Markets and Investment Strategy (3 cr.)
- BUSB-F 517 Financial Markets and Institutions (3 cr.)
- BUSE-E 567 Portfolio Management and Invest Analysis (3 cr.)

Managerial Finance Track (choose 2 from the following lists-6 cr total)

International Finance

- BUKO-F 571 International Corporate Finance (3 cr.)
- BUSB-F 530 International Finance (3 cr.)
- BUSE-E 568 International Finance Management (3 cr.) or
 - BUEA-F 511 International Financial Management (3 cr.)

Markets and Investments

- BUNW-F 517 Speculative Markets and Investment Strategy (3 cr.)
- BUSB-F 517 Financial Markets and Institutions (3 cr.)
- BUSE-E 567 Portfolio Management and Investment Analysis (3 cr.)

Investment Management

- BUKO-C 555 Investments (3 cr.)
- BUSE-E 557 Investment Management (3 cr.) or
 - BUNW-F 524 Investment Management (3 cr.) or
 - BUSB-F 514 Investment Management

Bachelor of Applied Science-Online Consortium

BAS Degree Requirements

- The curriculum consists of 120 credit hours. 60 of those are transferred in from an accredited community college.
- 18 credits from required core competencies
- At least 12 credits in one of three tracks: Health Care Management, Sustainability, Informatics, or an Individualized Tract
- 30 credit hours of additional electives and/or general education
- Further, students may complete on-line courses from other Indiana University campuses as part of the program.

To graduate with the BAS, you must complete a total of 120 credit hours. You may apply 60 to 64 credit hours from your AAS to Indiana University. You then complete 56-60 credit hours of courses from IU, with at least 30 credit hours at the 300- and 400-level.

Students must take one course for each learning outcome (6 courses/18 credit hours total). Students may use any listed course to satisfy this requirement.

Requirements are broken down as follows:

1. Core Competencies (18 cr.)

Core Learning Outcome 1: Demonstrate knowledge and skills in accounting and bookkeeping (3 cr.)

Complete one of the following classes:

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)

Core Learning Outcome 2: Demonstrate knowledge and skills in economics

Complete one of the following classes:

- BUS-G 300 Intro to Managerial Economics and Strategy** (3 cr.)
- ECON-E 103 or ECON-E 201 Introduction to Microeconomics* (3 cr.)
- ECON-E 104 or ECON-E 202 Introduction to Macroeconomics* (3 cr.)
- ECON-E 200 Fundamentals of Economics: An Overview* (3 cr.)
- POLS-Y 359 Economics and Public Management (3 cr.)

* ECON-E 201 & E 202 have a pre-req of MATH-M 117 or MATH-M 105;

ECON-E 103 and E 104 do not have any pre-reqs

**P: MATH-M 118, ECON-E 270, E 103, E 104, BUS-P 301

Core Learning Outcome 3: Demonstrate knowledge and skills in legal, ethical, social, and/or international topics (must be at 300 or 400 level)

Complete one of the following classes:

- BUS- B399 or BUS J404 Business and Society (3 cr.)
- BUS-D 300 International Business Administration (3 cr.)
- BUS-D 301 The International Business Environment* (3 cr.)
- HIST-B 391 Themes in World History (3 cr.)
- HIST-G 369 Modern Japan (3 cr.)
- HIST-G 385 Modern China (3 cr.)
- HIST-G 387 Contemporary China (3 cr.)
- HIST-G 410 China Japan US, 20th & 21st Century (3 cr.)
- PHIL-P 306 Business Ethics (3 cr.)
- PHIL-P 393 Biomedical Ethics* (3 cr.)
- POLS-Y 379 Ethics and Public Policy (3 cr.)
- POLS-Y 403 Legal Issues in Public Bureaucracy (3 cr.)

*(P: ECON-E 300 or E 201 & E 202)

Core Learning Outcome 4: Demonstrate knowledge and skills in supervision (must be at 300 or 400 level)

Complete one of the following classes:

- BUS-W 301 Management & Organization Theory (3 cr.)
- BUS-Z 300 or BUS Z301 Organizational Behavior & Leadership (3 cr.)

- BUS-Z 302 (P: PSY-P103 & SOC-S100) Managing and Behavior in Organizations (3 cr.)
- BUS-Z 440 Personnel - Human Resource Management (3 cr.)
- POLS- Y357 Public Personnel Management (3 cr.)
- POLS- Y358 Human Behavior and Public Organizations (3 cr.)

Core Learning Outcome 5: Demonstrate knowledge and skills in marketing (must be at 300 or 400 level)

Complete one of the following classes:

- BUS-M 300 Introduction to Marketing (3 cr.)
- BUS-M 301 Introduction to Marketing Management* (3 cr.)

*(P: BUS-A 202, ECON-E 201 & E 202)

Core Learning Outcome 6: Demonstrate knowledge and skills in communication (must be at 300 or 400 level)

Complete one of the following classes:

- SPCH-C 380 or SPCH-S 440 or CMCL-C440 Organizational Communication (3 cr.)
- SPCH-S 427 or CMCL-C427 Cross-Cultural Communication (3 cr.)

BAS Track Courses

As a BAS student, you must choose from one of four tracks:

- Healthcare management track
- Sustainability studies track
- Informatics track
- Individualized track

You take courses related to the track you choose. These include a capstone course that helps you integrate what you have learned.

A. Health Management Track

Learning Outcome 1: Compare and contrast the U.S. health-care system, including reimbursement, with other systems around the world.

Complete one of the following classes:

- BUS-H 320 Systems of Health Care Delivery (3 cr.)
- HSCI-H 415 Global Child and Adolescent Health (3 cr.)
- PAHM-B 311 Systems of Health Care Delivery (3 cr.)
- PAHM-B 320 Global Systems of Health Care Delivery (3 cr.)
- PAHM-H 320 or SPEA-H 320 Health Systems Administration (3 cr.)
- SPEA-V 450 Medical Ethics (3 cr.)

Learning Outcome 2: Demonstrate an understanding of the ethical, legal, financial, and political factors that influence the provision of health services in the U.S.

Complete one of the following courses:

- BUS-H 352 Health Care Financial Management (3 cr.)
- BUS-H 402 Hospital Organization and Management (3 cr.)

- BUS-H 411 Management of Long-Term Care Facilities (3 cr.)
- PAHM-H 441 or SPEA H441 Legal Aspects of Health Care (3 cr.)
- PAHM-H 474 Health Administration and Policy (3 cr.)
- PAHM-W 314 Ethics for Health Professionals (3 cr.)
- SPEA-H 452 Health Disparities (3 cr.)

Learning Outcome 3: Evaluate access to and cost of US health care, including reimbursement practices, for different types of care.

Complete one of the following classes:

- PAHM-H 315 Consumer Health (3 cr.)
- PAHM-H 352 Health Finance and Budgeting (3 cr.)
- PAHM-H 354 or AHSC-H 350 or BUS-H 354 Economics of Health Care (3 cr.)

Learning Outcome 4: Effectively assess and implement improvements in clinical care, customer service, and human resource planning in a health-care setting.

Complete one of the following:

- PAHM-B 352 Performance Improvement in Health Care (3 cr.)
- PAHM-B 371 or SPEA-H 371 or HR Management in Health Care Facilities (3 cr.)
- PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.)
- PAHM-M 366 Leadership for Health Professionals (3 cr.)
- SPEA-H 322 Principles of Epidemiology (3 cr.)
- SPEA-H 02 Hospital Administration (3 cr.)

Capstone Outcome: Integrate knowledge and skills and apply to health management issues or challenges.

Complete one of the following:

- PAHM-B 499 Health Management Capstone (3 cr.)
- SPEA-H 474 Health Capstone (3 cr.)

B. Sustainability Studies Track

The sustainability studies track may appeal to you if you hold an AAS in a science field, especially in biology, chemistry, ecology, geosciences, or other similar fields.

As a student in this track, you will learn to:

- Describe how environment, society, and economy are interrelated and impact each other;
- Articulate how your educational experience applies to work and career choices;
- Apply principles of sustainability to innovatively solve problems and implement sustainable practices

1: Required

- SUST-C 301 Foundations of Sustainability (3 cr.)

2: Choose Two

- GEOG-G 315 Environmental Conservation (online) (3 cr.)
- GEOG-G 338 Geographic Information Systems (online) (3 cr.)
- GEOL-G 476 Climate Change Science (online) (3 cr.)

- GEOL-G 478 Global Change, Food, & Farming Systems (3 cr.)
- POLS-Y 308 Urban Politics (online) (3 cr.)
- POLS-Y 346 Politics of the Developing World (online) (3 cr.)
- SOC-S 308 Global Society (online) (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SUST-C 340 Sustainability in the Social and Behavioral Sciences (3 cr.)
- SUST-C 350 Sustainability in the Arts and Humanities (3 cr.)
- SUST-S 400 Energy: Sources and Needs (online) (3 cr.)

3: Required, Capstone

SUST-C 490 Capstone in Sustainability (3 cr.)

C. Individualized Track

The student, in close consultation with an advisor, selects 12 hours of 300 and 400 level courses to complete this track.

- COAS-S 400 Workshop in Special Topics (3 cr.)
- BAS Individualized Capstone is also required (3 cr.)

D. Informatics Track

The informatics track may appeal if you hold an Associate of Applied Science in Computing or an Associate of Applied Science in Information Technology.

As a student in this track, you take courses that prepare you to:

- Identify basic concepts and definitions around computers and informatics.
- Apply basic problem-solving techniques such as pseudo-coding and flow charting.
- Design, implement, debug, and test software applications using a given programming language, as well as web-based applications and programs.
- Apply problem-solving techniques to solve basic algorithms.
- Identify elements of proper interface design and build user-centered interfaces.

Courses in this track:

- INFO-C 100 Informatics Foundations (3 cr.)
- INFO-C 112 Programming and Databases (3 cr.)
- INFO-C 210 Programming I (3 cr.)
- INFO-C 211 Programming II (3 cr.)
- INFO-C 300 Human Computer Interaction (3 cr.)
- INFO-C 413 Web Design and Development (3 cr.)

Student Services

Admissions

Application Deadlines

Rolling admissions. Application review will begin upon receipt of all required application materials.

To be accepted to this program, you must have:

1. An Associate of Applied Science (AAS) degree.
2. Met all other admissions requirements.

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

To apply to this program:

1. Complete an application for admission.
2. Submit official transcripts.
3. International applicants may be asked for additional materials.

This program is offered by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. After applying, you will be assigned a home campus. You will submit application documents to the Office of Admissions of that campus.

Bachelor of Science in Hospitality and Tourism Management (BSHTM)

Degree Requirements

The program consists of a minimum of 120 credit hours in four main areas: (1) general education core requirements, (2) required management core courses, (3) hospitality and tourism courses, and (4) general electives.

General Education Core Requirements

Graduates of the BSHTM program must fulfill all of the general education requirements as passed by the Faculty Senate. These general education requirements are effective for Fall 2019 admitted students and are found at [academic-regulations/general-education](#). All HTM courses must be completed with a C or better with an overall 2.0 GPA. Students are encouraged to work closely with an undergraduate academic advisor.

General Education Requirements (34 credit hours):

- Speaking and Listening (6 cr.)
- Quantitative Reasoning (3-8 cr.)
- Humanistic & Artistic Ways of Knowing (6 cr.)
- Scientific Ways of Knowing (8 cr.)
- Social & Behavioral Ways of Knowing (3 cr.)
- Diversity requirement (3 cr.)

Required Management Core (24 credit hours):

- BUS-A 200 Foundations of Accounting (for nonbusiness majors) (3 cr.) **or** BUS-A 201 Intro to Financial Accounting (3 cr.)
- BUS-F 300 Intro to Financial Management (for non-business majors) (3 cr.) **or** BUS-F 301 Intro to Financial Management (3 cr.)
- BUS-L 200 Elements of Business Law (for nonbusiness majors) (3 cr.) **or** BUS-L 201 Legal Environment of Business (3 cr.)
- BUS-M 300 Intro to Marketing (for non-business majors) (3 cr.) **or** BUS-M 301 Intro to Marketing Management (3 cr.)
- BUS-W 100 Introduction to Business (3 cr.)
- BUS-X 107 Freshman Seminar in Business (3 cr.)
- BUS-Z 300 Organizational Behavior and Leadership (for non-business majors) (3 cr.) **or** BUS-Z 302 Managing and Behavior in Organizations (3 cr.)

- ECON-E 200 Fundamentals of Economics: An Overview (for non-business majors) (3 cr.) **or** ECON-E201 Intro to Microeconomics (3 cr.)

Required HTM Core Courses (36 credit hours):

- HTM-T 100 Introduction to Tourism Studies (3 cr.)
- HTM-T 181 Lodging Industry Operations (3 cr.)
- HTM-T 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.)
- HTM-T 219 Management of Sports Events (3 cr.)
- HTM-T 325 Food and Beverage Management (3 cr.)
- HTM-T 362 Economics of Tourism (3 cr.)
- HTM-T 375 International Tourism (or equivalent cross-cultural communications course) (3 cr.)
- HTM-T 419 Tourism Sports Marketing (3 cr.)
- HTM-T 425 Event Production (3 cr.)
- HTM-T 444 Tourism Careers and Leadership (3 cr.)
- HTM-T 401 Internship in H & T (6 cr.)

Additional elective courses to reach 120 credit hours required for graduation.

Courses counted toward the Hospitality & Tourism degree program must be taken for a letter grade. Students must maintain an overall GPA of 2.0 or higher. At least 30 hours

of the curriculum must be at the 300 level or higher. Although foreign language is not required in this degree, students are strongly encouraged to study a foreign language as it will help them advance in their careers. Hospitality and tourism is a global industry and there may be many overseas job opportunities for graduates.

Bachelor of Science in Public Administration

Students with a Bachelor of Science in Public Administration (BSPA) degree can continue their education in law, planning, policy analysis, or business administration. For those who choose immediate employment, the degree is flexible enough to provide the necessary background to begin a career in the public or nonprofit sector.

Degree Requirements

The BSPA requires 94 credit hours. Indiana University Kokomo requires all undergraduate students to complete the campus general education curriculum. Many of the BSPA requirements also satisfy general education requirements. All general education courses in the BSPA major must be completed with a C or better. Students are encouraged to work closely with an undergraduate academic advisor.

General Education Requirements (34 credit hours):

- Speaking and Listening (6 cr.)
- Quantitative Reasoning (3-8 cr.)
- Humanistic & Artistic Ways of Knowing (6 cr.)
- Scientific Ways of Knowing (8 cr.)
- Social & Behavioral Ways of Knowing (3 cr.)
- Diversity requirement (3 cr.)

Required Management Core (24 credit hours):

- BUS-A 200 Foundations of Accounting (for nonbusiness majors) (3 cr.) **or** BUS-A 201 Intro to Financial Accounting (3 cr.)

- BUS-F 300 Intro to Financial Management (for non-business majors) (3 cr.) **or** BUS-F 301 Intro to Financial Management (3 cr.)
- BUS-L 200 Elements of Business Law (for nonbusiness majors) (3 cr.) **or** BUS-L 201 Legal Environment of Business (3 cr.)
- BUS-M 300 Intro to Marketing (for non-business majors) (3 cr.) **or** BUS-M 301 Intro to Marketing Management (3 cr.)
- BUS-W 100 Introduction to Business (3 cr.)
- BUS-X 107 Freshman Seminar in Business (3 cr.)
- BUS-Z 300 Organizational Behavior and Leadership (for non-business majors) (3 cr.) **or** BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- ECON-E 200 Fundamentals of Economics: An Overview (for non-business majors) (3 cr.) **or** ECON-E201 Intro to Microeconomics (3 cr.)

Major Public Administration Requirements (15 cr.)

Students must have a C or higher in the core and concentration/minor courses. Some courses are only offered in the fall or in the spring and some only every other year. Please work with an advisor to create your schedule.

- PAHM-V 171 Introduction to Public Administration (pre-requisite for all PAHM courses) (3 cr.)
- PAHM-V 263 Public Management (3 cr.)
- PAHM-V 372 Government Finance and Budgets (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.)

Select Public Administration Concentration or the Health Management Concentration

Public Administration Concentration Requirements (27 cr.)

Required Public Administration Concentration Courses
- Any approved PAHM course from the Approved Public Administration Concentration List (18 cr.)

Approved PA Course List (select six)

- PAHM-V 221 Nonprofit and Voluntary Sector or PAHM-V 362 Nonprofit Mgmt. and Leadership (3 cr.)
- PAHM-V 368 Managing Government Operations (3 cr.)
- PAHM-V 378 Public Policy Process in the US (3 cr.)
- PAHM-V 405 Public Law and the Legislative Process (3 cr.)
- PAHM-V 412 Leadership and Ethics /or V370 Research Methods and Statistical Modeling (3 cr.)
- PAHM-V 443 Managing Workforce Diversity /or V366 Managing Behavior in Public Organizations (3 cr.)
- PAHM-V 444 Public Administrative Organization (3 cr.)
- PAHM-V 473 Management, Leadership, and Policy (3 cr.) Applied Learning Experience (3 cr.)
- PAHM-V 380 Internship (3 cr.)

Health Administration Concentration Requirements (21 cr.)

Any approved PAHM course from the Approved Health Management Concentration List (18)

Approved HM Course List (select six)

- AHLT-B 320 Global Systems of Health Care Delivery (3 cr.)
- PAHM-B 352 Performance Improvement in Healthcare (3 cr.)
- PAHM-H 315 Consumer Health or equivalent (3 cr.)
- PAHM-H 320 Health Systems Administration (3 cr.)
- PAHM-H 352 HealthCare Finance (3 cr.)
- PAHM-H 354 Health Economics (3 cr.)
- PAHM-H 474 Health Administration Ethics Seminar or AHLT-W314 Ethics for Health Professionals (3 cr.)
- AHLT-M 366 Leadership for Health Professional Fall or equivalent (3 cr.) Applied Learning Experience (3 cr.)
- PAHM-H 365 Internship (3 cr.)

Bachelor of Science in Sport and Recreation Management

The IU Kokomo Sport and Recreation Management (SRM) degree uses an interdisciplinary approach that includes foundation courses in sport, recreation and business. In addition to completing a broad core of professional sport and recreational courses (in law, marketing, management, psychology, and finance).

The sport and recreation management (SRM) program provides you with academic knowledge and practical experiences that foster an understanding of and appreciation for the sport and recreation industries. An academic experience centered on student learning will promote professionalism, collegiality, and scholarship.

Degree Requirements

The program consists of a minimum of 120 credit hours in four main areas: (1) general education core requirements, (2) required management core, (3) sport and recreation courses, and (4) general electives.

General Education Core Requirements

Graduates of the BSSRM program must fulfill all of the general education requirements as passed by the Faculty Senate. These general education requirements are effective for Fall 2019 admitted students and are found at academic-regulations/general-education. All SRM courses must be completed with a C or better with an overall 2.0 GPA. Students are encouraged to work closely with an undergraduate academic advisor.

General Education Requirements (34 credit hours):

- Speaking and Listening (6 cr.)
- Quantitative Reasoning (3-8 cr.)
- Humanistic & Artistic Ways of Knowing (6 cr.)
- Scientific Ways of Knowing (8 cr.)
- Social & Behavioral Ways of Knowing (3 cr.)
- Diversity requirement (3 cr.)

Required Management Core (24 credit hours):

- BUS-A 200 Foundations of Accounting (for nonbusiness majors) (3 cr.) **or** BUS-A 201 Intro to Financial Accounting (3 cr.)

- BUS-F 300 Intro to Financial Management (for non-business majors) (3 cr.) **or** BUS-F 301 Intro to Financial Management (3 cr.)
- BUS-L 200 Elements of Business Law (for nonbusiness majors) (3 cr.) **or** BUS-L 201 Legal Environment of Business (3 cr.)
- BUS-M 300 Intro to Marketing (for non-business majors) (3 cr.) **or** BUS-M 301 Intro to Marketing Management (3 cr.)
- BUS-W 100 Introduction to Business (3 cr.)
- BUS-X 107 Freshman Seminar in Business (3 cr.)
- BUS-Z 300 Organizational Behavior and Leadership (for non-business majors) (3 cr.) **or** BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- ECON-E 200 Fundamentals of Economics: An Overview (for non-business majors) (3 cr.) **or** ECON-E201 Intro to Microeconomics (3 cr.)

Required SRM Core Courses (39 credit hours):

- SRM-P211 Introduction to Sport Management (3 cr.)
- SRM-P 333 Sport in America: Historical Perspectives (3 cr.)
- SRM-P411 Legal Issues in Sport Settings (3 cr.)
- SRM-P415 Sport Promotions and Public Relations (3 cr.)
- SRM-R 213 Introduction to Sport Information (3 cr.)
- SRM-R301 Selling in the Sport Industry (3 cr.)
- SRM-R418 Sport and Recreation Marketing (3 cr.)
- SRM-R450 Sports Management Capstone (3 cr.)
- SRM-R491 Internship in SRM (6 cr.)
- SRM-S320 Economics of Sport Management (3 cr.)
- HTM-T 219 Management of Sports Events (3 cr.)
- HTM-T 425 Event Production (3 cr.)
- HTM-T 444 Tourism Careers and Leadership (3 cr.)

Additional elective courses to reach 120 credit hours required for graduation.

Courses counted toward the Sport and Recreation Management degree program must be taken for a letter grade. Students must maintain an overall GPA of 2.0 or higher. At least 30 hours of the curriculum must be at the 300 level or higher. Although foreign language is not required in this degree, students are strongly encouraged to study a foreign language as it will help them advance in their careers. Sport and Recreation Management is a global industry and there may be overseas job opportunities for graduates.

Health Management Minor

The minor in Health Management requires five courses (15 cr.). Students should work closely with PAHM academic advisors and faculty.

Required Core Courses (6 cr.):

- PAHM-H 320 Health Systems Administration (3 cr.)
- PAHM-H 354 Health Economics (3 cr.)

Elective Courses (Select 3 courses, 9 cr.):

- PAHM-H 352 Healthcare Finance and Budgeting (3 cr.)
- PAHM-H 365 Health Administration Practicum (3 cr.)
- PAHM-H 401 Strategic Planning for Health Care Organization (3 cr.)

- PAHM-H 402 Hospital Administration (3 cr.)
- PAHM-H 411 Long-Term Care Administration (3 cr.)
- PAHM-H 432 Health Care Marketing (3 cr.)
- PAHM-H 441 Legal Aspects of Health Care (3 cr.)
- PAHM-H 474 Health Administration Ethics Seminar (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)
- PAHM-H 456 Managed Care (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)

Requirement: The Health Management minor requires the successful completion (C or higher) in five courses (15 credit hours total) from the above.

Hospitality and Tourism Minor

The minor in Hospitality and Tourism requires 15 credit hours with a letter grade of C or better.

Required Courses (3 cr.)

- HTM-T 100 Intro to Tourism (3 cr.)

Elective Courses (9 cr. minimum):

- HTM-T 181 Lodging Industry Operations (3 cr.)
- HTM-T 191 Sanitation and Health in Food, Service, Lodging and Tourism (3 cr.)
- HTM-T 219 Sports Management (3 cr.)
- HTM-T 271 Mechanics of Meeting Planning (3 cr.)
- HTM-T 310 Event Catering Management (3 cr.)
- HTM-T 334 Cultural Heritage Tourism (3 cr.)
- HTM-T 351 Tourism Experiences (3 cr.)
- HTM-T 371 Special Event Management (3 cr.)
- HTM-T 419 Tourism Sports Marketing (3 cr.)
- HTM-T ____ Any 300/400 level H&T class excluding the beverage classes listed below.

Beverage Electives (6 cr. maximum):

Students must be 21 years of age to take the beverage classes.

- HTM-T 218 Wines of the World (3 cr.)
- HTM-T 328 Intro to Micro-brewing (3 cr.)
- HTM-T 385 Beer and Spirits Management (3 cr.)

Public Administration Minor

The minor in Public Administration requires five courses (15 cr.). Students should work closely with PAHM academic advisors and faculty.

Required Core Course (3 cr.)

- PAHM-V 171 Introduction to Public Administration (3 cr.)

Elective Courses (Select 4 courses, 12 cr.)

- PAHM-V 263 Public Management (3 cr.)
- PAHM-V 372 Government Finance and Budgets (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-V 376 Law and Public Policy (3 cr.)
- PAHM-V 378 Public Policy Process in the U.S. (3 cr.)
- PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.)

- PAHM-V 366 Managing and Behavior in Public Organizations (3 cr.)
- PAHM-V 368 Managing Government Operations (3 cr.)
- PAHM-V 370 Research Methods and Statistics (3 cr.)
- PAHM-V 444 Public Administration Organization (3 cr.)
- PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.)
- PAHM-V 362 Nonprofit Management (3 cr.)
- PAHM-V 412 Leadership in Ethics (3 cr.)
- PAHM-V 443 Managing Workforce Diversity (3 cr.)
- PAHM-V 473 Management, Leadership and Policy (3 cr.)
- PAHM-V 346 Intro to Government Accounting and Financial Reporting (3 cr.)
- PAHM course approved by School of Business

Requirement: The Public Administration minor requires the successful completion (C- or higher) in five courses (15 credit hours total) from the above.

Sport Marketing and Management Minor

(18 credit hours)

The Sports Marketing and Management minor provides students with a foundational understanding of sports management theory, and how sports marketing activities and strategies contribute to sports business success. The Cole Fitness Center and the IU Kokomo gymnasium have increased the number of students wanting educational opportunities and activities that are sport based. We believe this minor is an excellent complement to these students. Upon completion of the minor, students will be able to apply sports marketing and management theory to identify opportunities and solve problems faced by sport organizations in a variety of contexts. The Sports Marketing and Management minor is available to all IU Kokomo students, as well as graduates and community members with a B.A. or B.S. degree wanting to add this minor. Students must be in good academic standing. Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

A grade of C- or better in all courses is required.

Choose 15 credits from the following:

- SRM-P 211 Introduction to Sport Management (3 cr.)
- SRM-P 328 Issues in Intercollegiate Athletics (3 cr.)
- SRM-P 333 Sport in America (3 cr.)
- SRM-P 402 Ethics in Sport (3 cr.)
- SRM-P 411 Legal Issues in the Sport Settings (3 cr.)
- SRM-P 415 Sport Public Relations and Promotions (3 cr.)
- SRM-R 213 Introduction to Sport Information (3 cr.)
- SRM-R 319 Sport Facility Management (3 cr.)
- SRM-R 418 Sport and Recreation Marketing (3 cr.)
- SRM-R 445 Special Topics in Sport and Recreation Management (3 cr.)
- SRM-R 491 Internship in Sport and Recreation Management (3 cr.)

- SRM-S 320 Economics of Sport (3 cr.)

Elective Courses - Choose one (3 cr.)

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- BUS-M 300 Introduction to Marketing (3 cr.)
- BUS-W 100 Introduction to Business (3 cr.)
- BUS-Z 300 Organizational Behavior and Leadership (3 cr.)
- ECON-E 201 Microeconomics (3 cr.)
- ECON-E 202 Macroeconomics (3 cr.)

Master of Public Management (MPM)

The Master of Public Management (MPM) program provides public service managers the skills to cope with challenging human and technical issues. It also provides a broad interdisciplinary background in the values and ethics of public management. It is designed as preparation for executive leadership positions in the public, private and nonprofit sectors. The program can be completed on either a full-time or part-time basis. Most coursework for the program is offered in the evenings to allow students to work full-time and participate in the MPM program part-time. To meet the needs of our dynamic and diverse student population, PAHM delivers graduate courses in a variety of ways: online, on-campus, and hybrid. Online courses provide the option to complete some coursework from a location of choice.

Curriculum Information

The 33-*credit hour* MPM track in Public Management and Policy program is designed to develop leaders for public, private and nonprofit organizations and allows for expertise in public management and policy analysis. The 33 credit hours of courses require the completion of 21 hours in core courses, 9 hours in concentration areas in public management and policy analysis, and 3 hours in experiential or professional requirements.

The 33-*credit hour* MPM track in Health Management requires the completion of 21 hours in core courses, 9 hours in concentration areas in health care management and 3 hours in experiential or professional requirements.

The 42-*credit hour* MPM Double Track in the Master of Public Management requires completion of 21 hours in core courses, 18 hours in concentration areas in public management and policy analysis and 3 hours in experiential or professional requirements. The experiential requirement ensures that each graduate of the MPM gains insight into the world of public service through an experience outside the classroom.

Transfer Credits:

Students admitted into the MPM degree program may be allowed to transfer a maximum of nine (9) credit hours or three (3) graduate level courses into the degree program. These courses must have been completed at an accredited university, consisting of a graduate program that is comparable in curriculum and academic rigor to the MPM program. The Graduate Program Director or Dean will assess each potential transfer course with regard to these criteria. The MPM program allows students to choose between two tracks or a double track.

Required MPM Core Courses (27 Credit Hours):

- PAHM-V 502 Public Management (3 cr.)
- PAHM-V 504 Public Organization (3 cr.)
- PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.)
- PAHM-V 512 Public Policy Process (3 cr.)
- PAHM-V 560 Public Finance and Budgeting (3 cr.)
- PAHM-V 561 Public Human Resources Management (3 cr.)
- PAHM-V 569 Executive Leadership and Ethics (3 cr.)

Tracks (Select One):**Public Management and Policy Track Requirements (9 Credit Hours):**

- PAHM-V 525 Management of Nonprofit Organizations (3 cr.)
- PAHM-V 550 Topics in Public Affairs - Strategic Management (3 cr.)
- PAHM-V 562 Public Program Evaluation (3 cr.)

Practicum (3 Credit Hours)

- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)(1-9 cr.)

Health Management Track Requirements (9 Credit Hours):

- PAHM-V 515 Seminar in Health Policy: Special Topics (3 cr.)
- PAHM-V 543 Health Services Management (3 cr.)
- PAHM-V 631 Health Planning (3 cr.)

Practicum (3 Credit Hours)

- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)(1-9 cr.)

Double Track Requirements (18 Credit Hours):

- PAHM-V 525 Management of Nonprofit Organizations (3 cr.)
- PAHM-V 540 Law and Public Affairs (3 cr.)
- PAHM-V 550 Topics in Public Affairs - Strategic Management (3 cr.)
- PAHM-H 515 Seminar in Health Policy: Special Topics (3 cr.)
- PAHM-V 543 Health Services Management (3 cr.)
- PAHM-V 631 Health Planning (3 cr.)

Practicum (3 Credit Hours)

- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)(1-9 cr.)

MPM Application Requirements Eligibility

Applicants with bachelor degrees in any field from an accredited institution are eligible to apply for admission to the graduate programs in Public Administration and Health Management. Minimum preferred requirements for admission include a baccalaureate degree from an accredited college or university with a grade point average (GPA) of "B" (3.0) or higher. The GRE or GMAT may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted.

Students with a GPA between 2.6 and 3.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM) or Graduate Certificate Program in Health Management (GCHM). On successful completion, students may apply to the MPM degree program. Students seeking admission to the (GCPM or GCHM) do not need to take the GRE or GMAT test. Applications for the MPM program are processed on a year-round basis for admission in any academic semester.

Admission

Each application for admission is carefully evaluated by the MPM Director. Applicants to all MPM degree programs must do the following:

1. Submit online or paper application
2. Submit complete official transcripts from all colleges and universities attended. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
3. Pay a nonrefundable application fee of \$40 to IU Kokomo.
4. Submit three Application Reference letters written by individuals familiar with the applicant's activities and potential to succeed in graduate work.
5. Submit proof of bachelor's degree certification from an accredited institution. Students who have not completed undergraduate course work at the time of application may be admitted based on the strength of previous work, but a final transcript attesting to the award of a bachelor's degree must be submitted before the student can enroll.
6. Demonstrate evidence that an undergraduate statistics course (at the 200 level or higher) was successfully completed with a grade of "C" or higher.
7. Applicants whose native language is not English must demonstrate proficiency in English and must meet Indiana University Kokomo's graduate English proficiency requirements.
8. The MPM program admits students for fall, spring and summer semesters. Applicant deadlines for domestic students are June 15 for fall entry, November 1 for spring entry and March 1 for summer entry. Application deadlines for international students are June 1 for fall entry and October 1 for spring entry only. A \$60 application fee is required for international applicants.

GRE Requirements

As previously mentioned, prospective students may be required to take the GRE or GMAT as a part of the application process. Information with regard to taking the GRE is available from Graduate Record Examination, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541, (609) 771-7670 or (866) 473-4373, and on the Web at www.gre.org.

Academic Standards:

Graduation with the MPM degree requires a cumulative grade point average (GPA) of at least 3.0 or a B average. A student whose GPA falls below 3.0 will be placed on probation and will be required to bring the GPA back to 3.0 within the next 9 credit hours of course work. Failure to remove the deficiency in this timeframe will result in immediate dismissal from the program. A student cannot

compensate for deficient course work by completing more credits beyond those required in the program of study.

Each Course Requirement:

All graduate students are expected to maintain an average grade of "B" (3.0) or higher in each course. Subsequently, students receiving a "C" or lower will be referred to the MPM Director in order to develop a plan for improving their academic performance. Subsequently, the Director may recommend that a student who receives a "C" or lower in a particular course retake the class.

It is advisable that students not have more than one "Incomplete" course at any time. Subsequently, students carrying more than one incomplete may not enroll in additional courses without the permission of the MPM Director or Dean.

Graduate Certificate in Health Management (GCHM)

This certificate is a 24 credit hours program in health management at the graduate level. The program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public sector agencies seeking courses in public management, especially those changing from professional or technical roles to managerial roles, will find the certificate program beneficial. It is significant to note that admission into the Certificate Program is separate from admission into the MPM Degree Program. Subsequently, students must pay a separate application fee for potential admission into the MPM Degree program if they select to pursue this degree option following the completion of the Certificate. In addition, students cannot apply for this Certificate program once they have completed the requirements for the MPM degree with a concentration in health care management. Course work includes:

Required Core Courses (21 credit hours)

- PAHM-H 509 Financial Management Principles of Health Care (3 cr.) **or** PAHM-V 560 Public Finance and Budgeting (3 cr.)
- PAHM-H 514 Health Economics **or** PAHM-V 517 Public Management Economics (3 cr.)
- PAHM-H 515 Seminar in Health Policy (3 cr.)
- PAHM-H 628 Health Care Information Systems (3 cr.)
- PAHM-V 543 Health Services Management (3 cr.)
- PAHM-V 561 Public Human Resource Management (3 cr.)
- PAHM-V 631 Health Planning (3 cr.)

Electives/Practicum (3 credit hours)

- PAHM-V 550 Topics in Health Care--Environmental Health (3 cr.)
- PAHM-V 557 Topics in Public Administration--Proposal Development and Grants Administration (3 cr.)
- PAHM-V 592 Global Health Issues and Management (3 cr.)
- PAHM-H 612 Marketing for Health Service Delivery (3 cr.)
- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements) (1-9 cr.)

Admission Requirements

When applying for the Graduate Certificate in Health Management the following documentation is required:

1. Submit the [online](#) application
2. Bachelor degree from an accredited university or college with a GPA between 2.6 or 4.0.
3. Official transcript from all university or colleges attended must be submitted with the completed application forms. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
4. Pay a nonrefundable application fee of \$40.

Students with a GPA between 2.6 and 4.0 may be admitted to the Graduate Certificate Program in Health Management (GCHM). Upon successful completion, students may apply to the Master in Public Management (MPM) degree program. Students seeking admission to the GCHC do not need to take the GRE or GMAT test. These tests may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted. Applications for the Graduate Certificate in Health Management program are processed on a year-round basis for admission in any academic semester.

Academic Standards:

Students will be referred to the MPM Director if their cumulative grade point average (GPA) falls below a 3.0. During this meeting the referred student will be required to develop a plan in tandem with the MPM Director for improving their academic performance.

Each Course Requirement:

All graduate students are expected to earn an average grade of "B" (3.0) or higher in each course. Subsequently, students receiving a C or lower will be referred to the Graduate Director in order to develop a plan for improving their academic performance. Subsequently, the Director may recommend that a student who receives a C or lower in a particular course retake the class.

Graduate Certificate in Public Management (GCPM)

This certificate is a 15 credit hour program in public management at the graduate level. The program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public sector agencies seeking courses in public management, especially those changing from professional or technical roles to managerial roles, will find the certificate program beneficial. Course work includes:

Required Core Courses (9 credit hours):

- PAHM-V 502 Public Management (3 cr.)
- PAHM-V 560 Public Finance and Budgeting (3 cr.) **or** PAHM-H 509 Financial Management Principles of Health Care (3 cr.)
- PAHM-V 561 Public Human Resources Management (3 cr.)

Electives/Internship (6 credit hours):

Two additional graduate public management courses approved by the MPM Director.

- PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.)
- PAHM-V 509 Administrative Ethics in the Public Sector (3 cr.)
- PAHM-V 512 Public Policy Analysis (3 cr.)
- PAHM-V 562 Public Program Evaluation (3 cr.)
- PAHM-V 566 Executive Leadership (3 cr.)
- PAHM-V 504 Public Organizations (3 cr.)
- PAHM-V 517 Public Management Economics (3 cr.)
- PAHM-V 540 Law and Public Affairs (3 cr.)
- PAHM-V 561 Public Human Resource Management (3 cr.)
- PAHM-V 525 Management in Non-Profit Sector (3 cr.)
- PAHM-V 557 Topics in Public Affairs-Grant Administration (3 cr.)
- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)(1-9 cr.)

Admission Requirements

When applying for the Graduate Certificate in Public Management the following documentation is required:

1. Submit [online](#) application.
2. Bachelor degree from an accredited university or college with a GPA between 2.6 or 4.0.
3. Official transcript from all university or colleges attended must be submitted with the completed application forms. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
4. Pay a non refundable application fee of \$40.

Students with a GPA between 2.6 and 4.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM). Upon successful completion, students may apply to the Master in Public Management (MPM) degree program. Students seeking admission to the GCPM do not need to take the GRE or GMAT test. These tests may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted.

Applications for the Graduate Certificate in Public Management program are processed on a year-round basis for admission in any academic semester.

Academic Standards:

Students will be referred to the MPM Director if their cumulative grade point average (GPA) falls below a 3.0. During this meeting the referred student will be required to develop a plan in tandem with the MPM Director for improving their academic performance.

Each Course Requirement:

All graduate students are expected to earn an average grade of "B" (3.0) or higher in each course. Subsequently, students receiving a C or lower will be referred to the MPM Director in order to develop a plan for improving their academic performance. The MPM Director may

recommend that a student who receives a C or lower in a particular course retake the class.

Bachelor of Science in Hospitality and Tourism Management Courses**HTM-T 100 Introduction to Tourism Studies (3 cr.)**

Travel, trends, travel-modes, and economic impact on destination area. Emphasis on local, regional, and national tourism.

HTM-T 171 Introduction to Convention/Meeting Management (3 cr.)

An overview of the conventions, expositions and meetings industry. Focus will be on the operational aspects of various industry segments and the intra-industry of each.

HTM-T 181 Lodging Industry Operations (3 cr.)

Concepts of organization, communication, ethics and policy formulation in the front office. Introducing the basic techniques and trends in systems and equipment available to meet the needs of the management and the guest.

HTM-T 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.)

The application of sanitary and public health engineering principles to food service and lodging operations.

HTM-T 210 Special Event Management (3 cr.)

P: HTM-T 171 Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 218 Wines of the World (3 cr.)

P: 21 years of age. An examination of wines produced in other countries, identifying the characteristics of the growing regions, types of wines produced, economic considerations of purchasing imported wines and marketing these wines to increase beverage sales.

HTM-T 219 Management of Sports Events (3 cr.)

Amateur or professional sport event planning will include discussion of site selection, logistics, personnel, marketing, economics, and legalities of hosting an event.

HTM-T 271 Mechanics of Meeting Planning (3 cr.)

P: HTM-T 171. An analysis of details pertinent to the organization and execution of a meeting. Topics include finances and contracts, site selection, program development, marketing, evaluation and wrap-up.

HTM-T 306 Destination Planning (3 cr.)

To prepare a business plan that presents a comprehensive outline of a proposed hospitality operation and includes a financial portfolio and work history of the applicant.

HTM-T 310 Event Catering Management (3 cr.)

Exploration of off and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HTM-T 325 Food and Beverage Management (3 cr.)

P: HTM-T 191. This course will educate students on the standards required for food and beverage operations.

They will learn how to effectively manage food and beverage controls, operating budgets, health and safety in food preparation, menu management and pricing, purchasing and supplier selection, and service quality standardization.

HTM-T 328 Introduction to Microbrewing (3 cr.) P: 21 years of age. This course deals with the principles of microbrewing, and each student will learn the basic concepts necessary to create beer. In this sense, students should come away from this class with the knowledge to build his or her own microbrewery. As well, this class teaches a general appreciation for brewing and beers around the world.

HTM-T 334 Cultural Heritage Tourism (3 cr.) Cultural and heritage tourism balances visitor interests and needs against protecting cultural and heritage resources. This course examines the range of cultural and heritage assets that can become viable tourism attractions and looks at ways of linking quality cultural heritage tourism to community development. Special emphasis will be placed on Indiana cultural and heritage tourism.

HTM-T 351 Tourism Experiences (3 cr.) P: HTM-T 100. This course aims to evaluate tourism experiences from an interdisciplinary perspective, including the role of humans, nature/landscapes, built environments and technologies in staging tourism-experiences. Elements include analysis and evaluation of tourism experiences involving hospitality, resorts, cultural/heritage locations, urban destinations and events. The class will include techniques for managing quality tourism experiences and the developing new tourism experience for a tourism location.

HTM-T 355 Interpretation and Tour Guiding for Destinations (3 cr.) P: HTM-T 100. This course explores the communication processes and practices between resource managers and visitors at tourism locations including natural, cultural, historic and learning resource sites. This course includes principles and techniques of gathering, analyzing and disseminating information through various media, such as exhibits, presentations, publications and programs at museums, natural and cultural centers, and other tourism attractions.

HTM-T 362 Economics of Tourism (3 cr.) P: HTM-T 100. C: ECON-E 201 or ECON-E 200. To discuss the economic impact of travel on tourism's various sectors, and the quantitative methods that can be applied to travel forecasting and tourism principles.

HTM-T 371 Special Event Management (3 cr.) Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 375 International Tourism (3 cr.) This course will help students have a better understanding of tourism practices from a global perspective by appraising the impact of international tourism from a cultural, social and economic point of view. This will involve examining the history, policy, and trends in the industry, research various aspects of the tourism industry, identifying potential careers, and acquiring workable use of terms, concepts, and principles.

HTM-T 385 Beer and Spirits Management (3 cr.) P: 21 years of age. Students will be introduced to the basic principles of beer and spirits production with a primary focus on manufacturing quality criteria, beer and spirits styles, and sensory standards. Evaluation by tasting is an integral part of this course.

HTM-T 401 Tourism Internship (3-6 cr.) P: Junior standing. To provide students an opportunity to improve their operational/managerial skills by working in new areas.

HTM-T 419 Tourism Sports Marketing (3 cr.) P: ECON-E 200 or ECON-E 201 and BUS-A 200 or BUS-A 201. This course will focus on marketing for diverse sports as it relates to tourism with an emphasis on intercollegiate athletics, professional sports, and multi-sport club operations.

HTM-T 425 Event Production (3 cr.) P: HTM-T 171 and HTM-T 271. This course will help students gain an understanding of the production of events. The logistics and strategy behind quality events will be covered and students will have the opportunity to use scenarios to create their own signature event specifications.

HTM-T 444 Tourism Careers and Leadership (3 cr.) P: HTM-T 171, junior status or approval of instructor. This course will cover topics that help students be prepared for a career in the tourism industry. Leadership and management techniques will be discussed and studied to help hone in skills that will be vital to tourism professionals and especially those with supervisory responsibilities.

HTM-T 460 Hospitality, Leadership, and Event Management: Disney Style (3 cr.) P: HTM-T 100 Introduction to Tourism Studies, HTM Major or Minor required, competitive application to be approved for course with approval of professor. This course will give students the unique perspective of hospitality and event management from the Disney perspective. This course will include training in the Disney leadership style, Disney culture, and the Disney creative process and will study how this can be applied to the field of Hospitality and Tourism.

HTM-T 461 Food & Beverage, Cross-culture, an International Tourism: Disney Style (3 cr.) P: HTM-T 100 Introduction to Tourism Studies, HTM Major or Minor required, competitive application to be approved for course with approval of professor This course will give students the unique perspective of multicultural issues and international tourism from the Disney perspective. This course will also include training in the Disney strategy, Disney culture, and the Disney creative process and will study how this can be applied to the field of food and beverage management and international tourism.

HTM-T 475 Special Topics in Tourism (3 cr.) P: HTM-T 171, junior status or approval of instructor. This course will cover special topics that are current issues or opportunities in the tourism industry. With the rapidly changing tourism environment due to economies, technology, and aging populations, there are some topics that will be timely to the current trends in tourism and will benefit our students to have an understanding of these topics prior to working in the industry full-time.

Undergraduate Courses

PAHM-B 311 Systems of Health Care Delivery (3 cr.) Students examine the U.S. health delivery systems and its components. The focus of this course is on the current and potential future health services systems and their components. In addition, common leadership and management models/theories, communication styles,

use of technologies in health care and documentation of patient/family/community health problems, the developing electronic health record, and impact of culture on the components of the system and on health care providers-patients/families/healthcare provider interactions are discussed.

PAHM-B 320 Global Systems of Health Care Delivery (3 cr.) This course is intended to give students an overview of the history, structure, and financing of systems of health care delivery of developed and emerging nations in comparison and contrast to that of the United States. Students will understand the goals and challenges in achieving optimum health in these countries.

PAHM-B 352 Performance Improvement in Health Management (3 cr.) P: 30+ credit hours. This course provides the fundamental concepts of quality management in health care systems and the essential tools, to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments, to create a more meaningful student experience, useful in your future endeavours.

PAHM-B 371 Human Resource Management in Health Care (3 cr.) Human resource management in the health care system. Including planning, staffing, development, performance appraisal, job design development and analysis.

PAHM-H 315 Consumer Health (3 cr.) This course provides students with (1) a model for making informed consumer health related decisions; (2) current information involving consumer related topics, emphasizing necessity of current information for making informed decisions; and (3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

PAHM-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PAHM-H 352 Healthcare Finance I (3 cr.) A study of the financial management of health care facilities, based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PAHM-H 354 Health Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PAHM-H 355 Economics of Health Care (3 cr.) Economics of Health Care is a growing field and is

an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students in economics to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. We will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

PAHM-H 365 Health Services Practicum (1-3 cr.) The Health Services Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PAHM-H 402 Hospital Administration (3 cr.) The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement will be examined.

PAHM-H 411 Long-Term Care Administration (3 cr.) Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.

PAHM-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PAHM-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course will discuss policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/ health care facility environment, such as third-party payments and federal assistance.

PAHM-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PAHM-H 456 Health Care Reimbursement (3 cr.) Course examines the organizational structures of managed care as used in the health industry. The strengths and weaknesses of managed care organizations

are examined, as well as the performance of both public and private managed care organizations. Course also examines and discusses current issues surrounding managed care.

PAHM-H 474 Health Administration and Policy (3 cr.)

This course examines healthcare decision-making challenges from managerial perspective and explores broader policy issues associated with ethical problems in healthcare institutions. It provides an overview of general theories of ethical challenges and policy implications in everyday managerial activities.

PAHM-M 366 Leadership for Health Professionals (3 cr.)

This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

PAHM-V 130 Current Topics in Public Affairs (1-3 cr.)

Readings and discussion of current public affairs issues and problems. May be repeated for credit.

PAHM-V 171 Introduction to Public Administration (3 cr.)

Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.)

This course provides a broad overview of the U.S. nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations, and looks at current challenges that the sector faces.

PAHM-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and, in particular, problems of management in a democratic, limited government system.

PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

PAHM-V 362 Nonprofit Management and Leadership (3 cr.)

Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy-makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

PAHM-V 366 Managing Behavior in Public Organizations (3 cr.) This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

PAHM-V 368 Managing Government Operations (3 cr.)

P: PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, and inventory assignment, transportation, and replacement decisions.

PAHM-V 370 Research Methods and Statistical Modeling (3 cr.)

This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

PAHM-V 372 Government Finance and Budgets (3 cr.)

Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

PAHM-V 373 Human Resource Management in the Public Sector (3 cr.)

The organization and operation of public personnel management systems, with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

PAHM-V 376 Law and Public Policy (3 cr.)

The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

PAHM-V 378 Policy Processes in the United States (3 cr.)

Course content includes analytical perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.)

This course provides an overview of program evaluation as it relates to public affairs, criminal justice, health policy, and environmental science with particular emphasis on measuring program outcomes. The course is designed for students who envision themselves working in management, policy-making, or research roles.

PAHM-V 380 Internship in Public and Environmental Affairs (1-9 cr.)

P: Consent of instructor. Open to interested majors upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. This course is graded S/F (satisfactory or fail).

PAHM-V 386 Case Studies for Policy Analysis (3 cr.)

This course focuses on analyzing case studies of public policies using a variety of disciplinary perspectives, including application of the principles and concepts of intermediate microeconomic theory.

PAHM-V 387 Public Administration and Emergency Management (3 cr.) An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

PAHM-V 405 Public Law and the Legislative Process (3 cr.) This course focuses on Congress as a policy-making body in the U.S. public law system. It covers the constitutional framework for congressional operations, as well as technical aspects of the legislative process such as bill drafting and analysis, the role of leadership, and the prerogatives of individual members.

PAHM-V 412 Leadership and Ethics (3 cr.) This course is designed to examine the complex leadership issues and challenges facing communities and to explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when making decisions must be considered within an ethical framework.

PAHM-V 443 Managing Workforce Diversity (3 cr.) The composition and nature of the workforce is changing. Managers must decide how to accommodate real differences among the members of their organizations. This course seeks to provide information for practitioners who hope to integrate an understanding of workforce diversity into their management style and professional behavior.

PAHM-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

PAHM-V 460 Intergovernmental Relations (3 cr.) Overview of the dynamics of multi-organizational governance in the United States. Examination of federal and other systems. Structure and operations of intergovernmental programs and the role of managers within these systems.

PAHM-V 473 Management, Leadership, and Policy (3 cr.) This course seeks to integrate learning across the public affairs curriculum. Students will review and reflect about their learning in management, leadership, and policy. Experiential methods service learning, projects, cases, and exercises – will be used to help students apply theory, concepts, and skills.

PAHM-W 314 Ethical Practices for Allied Health Professionals (3 cr.) Ethics for Health Professionals provides a thorough grounding in ethical theories and principles as reflected in current health care issues and policies. Students are introduced to a variety of frameworks for ethical decision-making and policy analysis. Current trends in the political, economic, and legal spheres of the contemporary health care arena are analyzed through the use of case studies, articles and video presentations.

Graduate Courses

PAHM-H 509 Financial Management Principles of Healthcare (3 cr.) Provides knowledge of corporate

finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PAHM-H 514 Health Economics (3 cr.) Examines the principles and applications of economic analysis in the health field; the economist's approach to health care issues, and provides insights offered by economic analysis of specific health issues and problems.

PAHM-H 515 Seminar in Health Policy: Special Topic (3 cr.) Exploration of health policy topics from economic, financial, sociological, political and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments.

PAHM-H 612 Marketing for Health Services Delivery (3 cr.) The course provides a working knowledge and the skills required to market health services. Health institution-based projects are emphasized.

PAHM-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PAHM-V 502 Public Management (3 cr.) Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

PAHM-V 504 Public Organizations (3 cr.) This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.) Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

PAHM-V 509 Administrative Ethics in Public Sector (3 cr.) Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle blowing. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

PAHM-V 512 Public Policy Process (3 cr.) An examination of the role of the public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

PAHM-V 517 Public Management Economics (3 cr.) This course focuses on applications of the principles and concepts of intermediate microeconomic theory and

managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

PAHM-V 525 Management in the Nonprofit Sector (3 cr.) P: PAHM-V 521. An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

PAHM-V 540 Law and Public Policy (3 cr.) Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens' rights, among others.

PAHM-V 543 Health Services Management (3 cr.) A course that integrate theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

PAHM-V 550 Topics in Public Affairs (3 cr.) Selected research and discussion topics organized on a semester-by-semester basis usually with significant student input in the course design.

PAHM-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

PAHM-V 560 Public Finance and Budgeting (3 cr.) The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

PAHM-V 561 Public Human Resources Management (3 cr.) Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

PAHM-V 562 Public Program Evaluation (3 cr.) Examination of how the program of public agencies is proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

PAHM-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is,

what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

PAHM-V 569 Executive Leadership and Ethics (3 cr.) This course integrates current ideas and applications to provide students with an applied and comprehensive view of the leadership experience and related ethical issues. Students will develop the skills ethical leaders need to make better decisions, assume greater responsibilities, and be able to communicate their beliefs and values to others.

PAHM-V 585 Practicum in Public Affairs (1-9 cr.) Students hold work assignments with public agencies. Grading is on an S/F basis.

PAHM-V 631 Health Planning (3 cr.) A workshop in analysis and use of health data in a planning context. Course deals with the planning process and methods with an emphasis on systems theory. Class project or plan is developed and presented and defended in a simulated public hearing format.

Sport and Recreation Management Courses

SRM-P 211 Introduction to Sport Management (3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

SRM-P 328 Issues in Intercollegiate Athletics (3 cr.) P: 30 + hours of credits. Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments.

SRM-P 333 Sports in America: Historical Perspectives (3 cr.) P: 30 + credit hours. Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present.

SRM-P 402 Ethics in Sport (3 cr.) P: 30 + credit hours. (Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

SRM-P 411 Legal Issues in Sport Settings (3 cr.) P: 30 + credit hours. An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

SRM-P 415 Sport Promotions and Public Relations (3 cr.) P: 30 + credit hours. An introduction to the theories

and techniques of sport promotions, public relations and fund raising.

SRM-R 213 Introduction to Sport Information (3 cr.)

An introduction to the area of sport information. Emphasis is placed on the fields within sport information, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

SRM-R 319 Sport Facility Management (3 cr.) P: SRM-P 211; HTM-M 219 or BUS-Z 302.

Management of sport and recreation facilities in the public and private sector including design, development, utilization, resources and auxiliary operation considerations. The course focuses on the facility manager's responsibilities including ticket sales, crowd control, security, customer satisfaction, human resources management, and revenue generation. The course requires site visits and analysis of various recreation facilities.

SRM-R 418 Sport and Recreation Marketing (3 cr.)

P: SRM-P 211 and BUS-M 300, BUS-M 301, or BUS-D 301. This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

SRM-R 432 Leadership and Management in Sport (3 cr.) P: SRM-P 211

Introduction to Sport Management. An introduction to the fundamental concepts, theories, and techniques for management in sport industry. Emphasizing scientific approaches of creating efficient sport business organizations, the course will cover organizational behavior related topics such as problem-solving, decision making, strategic and operational planning, organizational culture, diversity, leadership, and teamwork.

SRM-R 445 Special Topics in Sport and Recreation Management (3-6 cr.)

Special Topics in Sport and Recreation Management. May be repeated with different topic for a total of 6 credit hours. Topics may vary each semester. Topics will include Olympics, international governance in sport, and sport as social events.

SRM-R 472 Youth Sport Management (3 cr.) P: junior or senior standing. Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

SRM-R 491 Internship in Sport and Recreation Management (1-6 cr.)

Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course. One credit hour will consist of 40 hours of participation in activities associated with an internship assignment

SRM-R 492 Independent Study in Sport & Recreation Management (1-6 cr.)

Students will immerse themselves in a new or ongoing research project conducted by Sport & Recreation Management faculty. In this context, students will be given opportunities to learn practical, hands-on research skills. These skills could include but are not limited to data collection, data analysis, scientific writing, and scientific presentations.

SRM-S 320 Economics of Sport (3 cr.) P: Sophomore standing.

A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust legislation and public financing of arenas and stadiums are also examined.

HPER-S 320 Economics of Sport (3 cr.) P: Sophomore standing.

A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust legislation and public financing of arenas and stadiums are also examined.

HPER-P 333 Sports in America (3 cr.) P: 30 + credit hours.

Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present.

HPER-P 402 Ethics in Sport (3 cr.) P: 30 + credit hours.

(Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

HPER-P 411 Legal Issues in Sport Settings (3 cr.) P: 30 + credit hours.

An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

HPER-P 415 Sport Promotions and Public Relations (3 cr.) P: 30 + credit hours.

An introduction to the theories and techniques of sport promotions, public relations and fund raising.

HPER-R 491 Internship in Sport and Recreation Management (1-6 cr.)

Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course. One credit hour will consist of 40 hours of

participation in activities associated with an internship assignment

HPER-R 472 Youth Sport Management (3 cr.) P: junior or senior standing. Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

HPER-R 319 Sport Facility Management (3 cr.)
P: HPER-P 211; HTM-M 219 or BUS-Z 302. Management of sport and recreation facilities in the public and private sector including design, development, utilization, resources and auxiliary operation considerations. The course focuses on the facility manager's responsibilities including ticket sales, crowd control, security, customer satisfaction, human resources management, and revenue generation. The course requires site visits and analysis of various recreation facilities.

HPER-R 213 Introduction to Sport Information (3 cr.)
An introduction to the area of sport information. Emphasis is placed on the fields within sport information, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

HPER-R 418 Sport and Recreation Marketing (3 cr.)
P: HPER-P 211 and BUS-M 300, BUS-M 301, or BUS-D 301. This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

HPER-R 432 Leadership and Management in Sport (3 cr.) P: HPER-P 211 Introduction to Sport Management. An introduction to the fundamental concepts, theories, and techniques for management in sport industry. Emphasizing scientific approaches of creating efficient sport business organizations, the course will cover organizational behavior related topics such as problem-solving, decision making, strategic and operational planning, organizational culture, diversity, leadership, and teamwork.

SRM-R 442 eSports Management (3 cr.) eSports is now one of the fastest growing sports. This course introduces the concept of eSports, providing in-depth understanding of the eSports industry and related organizations. Students will learn marketing/management ideas for eSports and how to apply these by reviewing lecture slides, reading relevant articles, and completing various assignments.

HPER-R 445 Special Topics in Sport and Recreation Management (3-6 cr.) Special Topics in Sport and Recreation Management. May be repeated with different topic for a total of 6 credit hours. Topics may vary each semester. Topics will include Olympics, international governance in sport, and sport as social events.

Business-TSAPS

Business BS with Accounting Major Transfer Singular Articulation Pathways (TSAP)

Fall Year 1:

- BUS-A 311 (3 cr.)
- BUS-A 325 (3 cr.)
- BUS-F 301 (3 cr.)
- BUS-S 302 (3 cr.)
- BUS-Z 302 (3 cr.)

Total 15 credits

Spring Year 1:

- BUS-A 312 (3 cr.)
- BUS-A 337 (3 cr.)
- BUS-D 301 (3 cr.)
- BUS-M 301 (3 cr.)
- BUS-P 301 (3 cr.)

Total 15 credits

Fall Year 2:

- BUS-A 328 (3 cr.)
- BUS-A 422 (3 cr.)
- BUS-J 404 (3 cr.)
- BUS-K 353 (3 cr.)
- Applied Learning Req. (3 cr.)

Total 15 credits

Notes: There are several ways to satisfy the business applied learning requirement. Please see an advisor for more details.

Spring Year 2

- BUS-A 339 (3 cr.)
- BUS-A 424 (3 cr.)
- BUS-J 401 (3 cr.)
- BUS-X 410 (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Additional Notes: Only transfer credit from AACSB institutions will be considered for 300 and 400 level BUS and ECON courses.

Business BS with Finance Major Transfer Singular Articulation Pathways (TSAP)

Fall Year 1:

- BUS-A 325 (3 cr.)
- BUS-D 301 (3 cr.)
- BUS-F 301 (3 cr.)
- BUS-S 302 (3 cr.)
- BUS-Z 302 (3 cr.)

Total 15 credits

Spring Year 1:

- BUS-F 410 (3 cr.)
- BUS-M 301 (3 cr.)
- BUS-P 301 (3 cr.)
- Applied Learning Requirement (3 cr.)
- Finance Elective (3 cr.)

Total 15 credits

Fall Year 2:

- BUS-F 302 (3 cr.)
- BUS-J 404 (3 cr.)
- BUS-K 353 (3 cr.)
- Business Elective (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Spring Year 2:

- BUS-J 401 (3 cr.)
- BUS-X 410 (3 cr.)
- Finance Elective (3 cr.)
- General Elective (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Additional Notes

1. Business Electives must be a 300 or 400 level BUS or ECON
2. Only transfer credit from AACSB institutions will be considered for 300 and 400 level BUS and ECON courses.

Business BS with Management Major Transfer Singular Articulation Pathways (TSAP)

Fall Year 1:

- BUS-D 301 (3 cr.)
- BUS-P 301 (3 cr.)
- BUS-S 302 (3 cr.)
- BUS-Z 302 (3 cr.)

Total 15 credits

Spring Year 1:

- BUS-F 301 (3 cr.)
- BUS-M 301 (3 cr.)
- Management Elective (3 cr.)
- Applied Learning Requirement (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Notes: There are several ways to satisfy the business applied learning requirement. Please see an advisor for more details.

Fall Year 2:

- BUS-J 404 (3 cr.)
- BUS-K 353 (3 cr.)
- Management Elective (3 cr.)
- Management Elective (3 cr.)
- Business Elective (3 cr.)

Total 15 credits

Spring Year 2

- BUS-J 401 (3 cr.)
- BUS-X 410 (1 cr.)
- Management Elective (3 cr.)
- Business Elective (3 cr.)

- General Elective (3 cr.)
- General Elective (2 cr.)

Total 15 credits

Additional Notes

1. Business Electives must be a 300 or 400 level BUS or ECON
2. Only transfer credit from AACSB institutions will be considered for 300 and 400 level BUS and ECON courses.

Business BS with Marketing Major Transfer Singular Articulation Pathways (TSAP)

Fall Year 1:

- BUS-D 301 (3 cr.)
- BUS-M 301 (3 cr.)
- BUS-S 302 (3 cr.)
- BUS-Z 302 (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Spring Year 1:

- BUS-F 301 (3 cr.)
- BUS-M 405 (3 cr.)
- BUS-P 301 (3 cr.)
- Applied Learning Requirement (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Note: There are several ways to satisfy the business applied learning requirement. Please see an advisor for more details.

Fall Year 2:

- BUS-J 404 (3 cr.)
- BUS-K 353 (3 cr.)
- BUS-M 455 (3 cr.)
- Marketing Elective (3 cr.)
- Business Elective (3 cr.)

Total 15 credits

Spring Year 2:

- BUS-J 401 (3 cr.)
- BUS-M 450 (3 cr.)
- BUS-X 410 (1 cr.)
- Business Elective (3 cr.)
- General Elective (3 cr.)
- General Elective (2 cr.)

Total 15 credits

Additional Notes:

1. Business Electives must be a 300 or 400 level BUS or ECON
2. Only transfer credit from AACSB institutions will be considered for 300 or 400 level BUS and ECON courses.

Graduate Certificate in Leadership Description

The Graduate Certificate in Leadership will provide students the opportunity to pursue graduate level course work in the discipline of leadership. Curriculum will include

topics under leadership theory, principles, and ethics, leadership skills, teamwork, and diversity.

Justification

The Graduate Certificate in Leadership will complement and enhance other graduate programs of study and provide students with the opportunity to formally study leadership as a discipline. Leadership is applicable to all organizations and there is increasing interest by regional stakeholders for leadership development. A Graduate Certificate in Leadership will also improve our ability to develop stackable credentials towards admission into the MBA program.

Graduate Certificate in Leadership (12 credit Hours)

Required:

- BUKO-J 552 Principles in Leadership and Ethics (3 cr.)

Choose three from list for a total of nine credits:

- BUKO-J 554 Leadership in a Global Context (3 cr.)
- BUKO-Z 547 Leadership, Teamwork, and Diversity (3 cr.) (not yet in the system)
- BUKO-M 542 Organizational Theory and Development (3 cr.)
- BUKO-J 556 Leadership Skills (3 cr.)

Leadership Minor

The Leadership minor will allow students pursuing a four-year degree in business or non-business programs to include a formal study of leadership with their declared major by concurrently completing a 12-credit hour Minor in Leadership. Students who elect this minor must notify their advisor before the end of their junior year.

Justification

The leadership minor for business and non-business majors will complement and enhance other programs of study and provide students with a formal understanding of leadership, applicable to all organizations. Students with a leadership minor will benefit from an enhanced resume. For example, a communication major paired with a leadership minor may gain greater attention when applying for positions requiring leadership skills.

Leadership Minor (12 credit hours)

- BUS-W 430 Organizations and Organizational Change (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- BUS-Z 447 Leadership, Teamwork, and Diversity (3 cr.)
- BUS-Z 456 Leadership Skills (3 cr.)

School of Education

Dean: Chris Darr (Interim)

Professors: Leah Nellis, Julie Saam, Tara Kingsley

Associate Professors: Lance Mason, Alina Mihai

Assistant Professors: Sarrah Grubb, Christina Romero, Natalie Schelling, Lu Wang

Lecturers: Cheryl Moore-Beyioku, Amy Smith

Director of Clinical Field Experiences and

Recruitment: Dee Marler

Assessment Coordinator: Shelbi Fortner

Majors/Minors

Bachelor's Degrees

- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education

With Teaching Major Areas in:

- Fine Arts/Visual Arts
- Language Arts
- Mathematics
- Science (Chemistry, Earth Science, Life Science Biology, Physical Science, Physics)
- Social Studies

Dual Degree Programs

- History/Political Science
- Mathematics

Minors

- Early Childhood Education
- English as a New Language
- Music Education
- Special Education

Post Baccalaureate Educator Licensing Programs

- Elementary Education
- Elementary & Secondary Transition to Teaching (T2T)-Secondary Education

IU Regional Online Collaboration in Education

- EdS Educational Leadership
- EdS School Psychology
- MEd Teaching, Learning, and Curriculum
- MEd Educational Technology for Learning

Transfer Single Articulation Pathways

- Elementary Education (Elementary Generalist K-6)
- Secondary Education BSED-TSAP Life Science and Biology
- Secondary Education BSED-TSAP Mathematics

Additional Information

- General Information
- Services Available to Education Students
- Organizations
- Undergraduate Programs
- Teacher Education Program (TEP)
- Undergraduate Academic Policies
- Field Experience and Student Teaching
- Bachelor of Science in Education
- Teaching Major Requirements
- Exceptional Learners: Mild Intervention
- Transition to Teaching

Courses

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- Graduate Courses

General Information

History of the School of Education

The inception of teacher education programs at IU Kokomo was a direct response to the demands of local educators seeking coursework to fulfill state licensing

requirements. Subsequently, the Kokomo School of Education was established to meet the educational needs of residents in north central Indiana, providing convenient access to high-quality programs. In 1969, the campus awarded its first Bachelor of Science in Elementary Education degree.

Mission

The School of Education maintains the highest standards for students in its initial teacher education programs. The successful teacher must master both a body of content knowledge and effective teaching skills. The initial teacher education programs offer a balance of broad liberal arts education and specialized knowledge in professional education and concentrated areas. Students choose from a variety of options to fulfill their educational requirements. P-12 classroom teachers gain advanced knowledge of educational foundations, technology, inquiry, subject area content and content pedagogy. The purposes of the initial teacher education programs are (1) to prepare students to serve as effective teachers and members of the profession, (2) to assist students in meeting Indiana certification requirements for public school personnel, and (3) to assist Indiana University graduates in securing satisfying professional positions. The purposes of the advanced teacher education program are (1) to prepare P-12 classroom teachers in reflective and inquiry-based practices, (2) to prepare P-12 classroom teachers in effectively and efficiently utilizing technology in their practice, and (3) to ultimately improve classroom teaching and student learning in central Indiana.

Programs

The School of Education offers two baccalaureate degrees: Bachelor of Science in Elementary Education, and a Bachelor of Science in Secondary Education. In addition, a post-baccalaureate Transition to Teaching licensing program, English Language Learners certificate program, and online collaborative graduate programs are offered at IU Kokomo.

Accreditation

The School of Education at Indiana University Kokomo is accredited by the Council for Accreditation of Educator Preparation (CAEP) for a period of 7 years from Spring 2024 to Spring 2031. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes. The School of Education is also accredited by the Indiana Department of Education.

Student's Responsibility

Advisors assist students in planning a program of study to satisfy requirements; however, each student assumes final responsibility for meeting deadlines and completing requirements for licensure and/or graduation. It is therefore essential that all students be familiar with the degree and licensure requirements outlined in the bulletin and student handbooks.

Affirmative Action

The School of Education has a strong policy against discrimination that affects student teaching and teacher placement. Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, gender, national or social

origin, economic condition of birth, age, disability, sexual orientation, or any other criterion not directly related to ability as a teacher. The central characteristic of discrimination is the denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individual's performance. Any complaint concerning discrimination should be called to the attention of the Dean of the School of Education at IU Kokomo.

Services Available to Education Students

Placement Services for Education Students

The IU Kokomo Career Center is available to assist students in preparing and conducting a job search. The office is a point of contact between employers and students or alumni seeking employment.

Other Opportunities

Undergraduate Research

Opportunities are frequently available for undergraduate students to work with faculty on education research projects which may be supported by grant funding. Each student is strongly encouraged to consult with faculty whose academic area is congruent with the student's interest.

Honors Program

Being an honors student in college offers enhanced academic opportunities, personalized learning experiences, and potential scholarships, setting a strong foundation for future academic and professional success. Incoming students are eligible to apply if they have combined SAT scores of 1200 (or ACT score of 25) and a high school grade point average of 3.7 or higher, and have ranked in the upper 10 percent of their high school graduating class.

Students who have completed a minimum of 12 credit hours of regular coursework at IU Kokomo with a grade point average of 3.3 or higher are also eligible to apply.

Interested students should contact the Honors program director for further information.

Organizations

A student organization, the Education Student Advisory Council (EdSAC), represents students in elementary and secondary programs. EdSAC provides opportunities for education and service to students beyond the formal classroom. The organization promotes educational leadership skills and assists the School in various professional activities. **Pi Lambda Theta** Pi Lambda Theta is an international honor and professional association of professionals from all levels of education, the health professions, and library science who have achieved high academic excellence and have a demonstrated potential for leadership. Organized in 1910, Pi Lambda Theta now has more than 16,000 members in campus and community-based chapters. The Indiana University Kokomo chapter, Gamma Gamma, has won awards for both innovation and leadership. **Professional Organizations**

Students in the education programs at IU Kokomo are strongly encouraged to join and support external associations in their field, including the International

Literacy Association, the National Association for the Education of Young Children, the National Science Teachers Association, the National Council of Teachers of Mathematics, the National Council for the Social Studies, and the National Council for Teachers of English.

Undergraduate Programs

Changes in Program Requirements

All program descriptions reflect current regulatory guidelines, but programs may be altered by the School of Education to meet changing requirements of the Indiana Department of Education. Every effort will be made to ensure that changes do not jeopardize the progress of the matriculated student. However, students who extend their programs over several years should expect to be required to complete current standards. Students should confer with their advisor concerning the current educational requirements.

Admission Requirements

Students are admitted directly into the School of Education upon declaring an education major. To complete admission, each student must attend an orientation seminar and be assigned an advisor. Admission to the education major does not guarantee subsequent admission to the Teacher Education Program.

Transfer Credit Policies

The following policies govern the transfer of credit at IU Kokomo and in this program:

1. The Office of Admissions determines the credit that may be accepted from other institutions and applied toward a degree.
2. Courses from other institutions applied toward an undergraduate education degree must be equivalent to courses offered at Indiana University.
3. Credit is only accepted for work from approved accredited institutions.
4. No more than 64 credits required by the degree earned at a junior or community college will apply toward an undergraduate degree at Indiana University.
5. No credit will be allowed for work in which the student has earned a letter grade lower than C or its equivalent.

Teacher Education Program (TEP)

The IU Kokomo Teacher Education Program leading to initial licensure in Indiana is based on the Professional Educator Model, which is aimed at the development of teachers from novice to professional. Elements of the programs include content knowledge; general pedagogical knowledge; curriculum knowledge; knowledge of learners and their characteristics; pedagogical content knowledge; knowledge of educational contexts; and knowledge of education ends; purposes, values, and their philosophical and historical grounds. The programs aim to develop teachers who have:

- Strong, balanced general education with work in the humanities, social sciences, mathematics, and physical and biological sciences.
- Thorough understanding of the subject matter of their teaching field or fields.

- Ability to communicate effectively both orally and in writing.
- Competence to design and implement effective instruction using a variety of instructional models.
- Competence to create an effective classroom climate.
- Commitment and capacity to design learning experiences that foster critical thinking and decision making.
- Understanding of and ability to use computer and electronic technologies.
- Ability to design appropriate evaluation strategies, both quantitative and qualitative, to appraise their instructional effectiveness, and to assess the achievements of their students.
- Capacity to make sound judgments regarding the use of instructional materials.
- Commitment and capacity to address issues of justice and equity and sensitivity to cultural differences and global concerns.
- Commitment and capacity to build effective relationships with students, colleagues, and members of the community
- Understanding of the legal rights and responsibilities of students, teachers, and schools.
- Commitment and capacity to approach their profession ethically with a guiding set of responsible social and personal values.
- Commitment to continuing professional renewal.

Admission to the Teacher Education Program

Students who wish to pursue programs that lead to initial teacher licensure must apply for admission to the Teacher Education Program (TEP). Admission to the TEP is separate from admission to the university and from admission to the education major. Formal acceptance is required before students are permitted to enroll in any methods courses. Students generally apply to the TEP before the end of their sophomore year using an online form provided by the School of Education. In order to be admitted, a student must:

Earn an overall GPA 3.00.

1. Attain a grade of C or better in required general education courses of ENG-W 131 and SPCH-S 121.
2. Achieve a C or better in all education courses required for the student's program. Secondary students must complete content area courses (i.e. fine arts, mathematics, etc.) required for degree completion with a C or higher and have a minimum GPA in content area courses of 2.5.
3. Complete minimum number of credit hours in General Education and teaching major required by the student's program. (50 applicable credits to elementary education program or 65 credits applicable to secondary education program.)
4. Have an Expanded Criminal Background Check on file in the School of Education office.
5. Receive formal acceptance into the program by the education faculty.

Undergraduate Academic Policies

Special Grading Policies See university grading policies in the Academic Regulations section of this Bulletin.

Application for Bachelor of Science in Education

Students should file an application for the degree with the Dean of the School of Education at Indiana University Kokomo at their last registration before completing degree requirements. Students completing degrees in the School of Education in absentia must notify the Dean at least two months prior to the date the degree is to be granted. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. May, and August graduates must apply by January 15. Application for a degree is the student's responsibility. The School of Education will not be responsible for students who fail to file their application in time.

Note:

Beginning September 1, 2021, the Educational Testing Service (ETS) Praxis Content and Pedagogy licensure test program will be the sole means of assessing the developmental (pedagogical) and content-area knowledge of candidates seeking Indiana educator Licensure. All candidates for an initial practitioner license will be required to pass a developmental (pedagogy) area assessment and appropriate content area assessments. Candidates seeking to add a content area to their license will be required to achieve passing scores on the Praxis Content area assessment(s) that match the license. Courses required in the four-year degree are listed on the Degree Maps. Degree maps can be located using the search tool in One.IU.edu. (<http://iuk.edu/education/index.php>). Students should plan their programs in consultation with an academic advisor and should monitor their programs to ensure all degree requirements are met. Failure to do so will delay program completion.

Field Experience and Student Teaching

Field Experiences Field experiences are important and essential components of the initial teacher education programs at IU Kokomo. All students must complete a series of continuous and ongoing experiences in elementary or secondary classrooms, including observations, field practica, and student teaching. Admission to the Teacher Education Program is required to enroll in methods courses and their related field experiences. All students enrolled in any School of Education course are required to have a valid expanded criminal background check on file prior to participation in any field experiences that includes direct or indirect contact with P-12 students.

Student Teaching Semester Applications for student teaching of any type must be filed in the year prior to the student teaching experience. The published deadlines and applications are posted on the School of Education Canvas site. Student teaching is a full-time experience requiring complete participation in the school program, including evening activities as required. Student teachers should plan accordingly.

Eligibility Requirements for Student Teaching In order to be eligible for student teaching, students must:

- Be officially admitted into the Teacher Education Program.
- Receive a letter from the School of Education indicating "good standing" from the Decision Point meeting prior to the student teaching semester.

- Submit a student teaching application to the School of Education per the deadlines listed in the School of Education Handbook*.
- Hold "senior" or "graduate" status with an overall GPA of at least 2.5.
- Enroll in courses designated as corequisites to student teaching and have completed all other courses in the Teacher Education Program courses (including required content area courses for P-12 and Secondary Education majors) with grades of C or higher.
- Meet the requirements for licensure testing listed in the School of Education Handbook*.
- Meet all other requirements for licensure set by the Indiana Department of Education.

*All education students are provided with a current copy of the School of Education Handbook on Canvas. A copy can also be requested by emailing the Director of Field Experiences and Student Teaching.

Bachelor of Science in Education

Students in the Bachelor of Science in Elementary Education and Bachelor of Science in Secondary Education are held responsible for meeting all requirements for graduation and for completing them by the expected graduation date.

Specific Degree Requirements

Each program is designed to meet the course requirements for both the degree and the appropriate teaching license. The degree requirements for the Bachelor of Science in Education are:

1. Meet the regular matriculation requirements of the university.
2. Admission to the Teacher Education Program (TEP).
3. Completion of at least 35 credit hours of junior and senior courses (course numbered 300 or above).
4. Completion of at least 30 of the last 60 credit hours required for a specific degree program at Indiana University. These 30 credit hours will, with rare exception, include student teaching and **methods courses in the major teaching areas**. Students must also take some of the work in the major area at IU Kokomo unless they are transfer students from an IU campus where a degree in the major is offered. In this case, the requirement of some work in the major area at IU. Completion of the professional education courses as stipulated in the specific program, and all general education and subject matter courses as stipulated in the specific program required by IU Kokomo for the appropriate degree.
5. Completion of the number of total credit hours specified by each program.
6. Meet GPA requirements of the program as previously specified.
7. Recommendation by the student's academic advisor and approval by the education faculty.

Bachelor of Science in Elementary Education

The Bachelor of Science in Elementary Education leads to an Elementary Generalist license (K-6). Students will be admitted into the program in a cohort-based learning

model, where students are admitted into and processed through the academic program together.

In order to graduate, the student must have a total of 120 credit hours completed with a minimum cumulative GPA of 2.5 with a minimum grade of C in each EDUC course and education foundation courses of ENG-W 131 and SPCH-S 121. Progress towards the degree will be monitored by the faculty to ensure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

General Education Requirements (30-32 credit hours)

Students in the BS in Elementary Education follow the campus General Education requirements.

The School of Education may recommend certain courses from the General Education curriculum that will fit your degree. See an academic advisor for more details.

Certain Education requirements will be met by specific EDUC courses as follows: Quantitative Literacy Statistics (EDUC-P 320), and Social and Behavioral Ways of Knowing (EDUC-M 300). EDUC-M 300 is also designated as a Diversity course.

Content Minor

Students choose from among the IU Kokomo approved minors. The minor must have a minimum of 15 credit hours. The IU School of Education recommends a minor in one of the five content areas - early childhood, English as a New Language, Music Education, Special Education, Spanish, or STEM (Science, Technology, Engineering, and Mathematics, in the School of Sciences). Successful completion of the Special Education minor will result in dual licensure in Elementary Generalist (K-6) and Exceptional Needs: Mild Intervention (P-12). Successful completion of the Early Childhood minor will result in dual licensure in Elementary Generalist (K-6) and Early Childhood (P-3). Successful completion of the Music Education minor will result in dual licensure in Elementary Generalist (K-6) and K-12 Fine Arts: Music (Vocal or Instrumental). Successful completion of the English as a New Language minor will result in dual licensure in Elementary Generalist (K-6) and English as a New Language (K-6). Find the complete curriculum for the Bachelor of Science in Elementary Education with a content minor in this bulletin under Minors

Professional Education Requirements

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses are typically taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, development, introduction to exceptional learners, diversity, technology, culturally-responsive pedagogy, and general methods. After admission to the TEP, Professional Education courses are completed, typically during the junior and senior years. Professional Education courses include foundations, methods, and specialized requirements. Faculty review and approval are required for program continuation.

Pre-Professional Education Courses

(Minimum of 18 credit hours; 3 of the 18 credit hours also count toward General Education Requirements)

- EDUC-F 205* Study of Educ/Prac of Teaching, (3 cr.)
- EDUC-K 205* (3)* Intro to Exceptional Children, (3 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society, (3 cr.)
- EDUC-M 310 General Methods (2 cr.)
- EDUC-N 102 Math for Elem. Educ (3 cr.) (P: M 105)
- EDUC-P 214 Lifespan Development, (1 cr.)
- EDUC-P 290 Movement Experiences for P-6 Children, (2 cr.)
- EDUC-W 200 Using Computers in Education, (3 cr.)

Professional Education Courses

- EDUC-E 325* Social Studies Methods, (3 cr.)
- EDUC-E 328* Science Methods, (3 cr.)
- EDUC-E 339* Elementary Language Arts Methods, (3 cr.)
- EDUC-E 340* Elementary Reading Methods I, (3 cr.)
- EDUC-E 341* Elementary Reading Methods II, (3 cr.)
- EDUC-E 343* Elementary Math Methods, (3 cr.)
- EDUC-F 401 Topical Explorations in Education: Creating Classroom Culture (3 cr.)
- EDUC-H 340 Education and the American Culture (3 cr.)
- EDUC-K 305* Teaching the Exceptional Learner in Elementary, (3 cr.)
- EDUC-M 324 Teaching About the Arts, (3 cr.)
- EDUC-M 425* Elementary Education - Student Teaching, (12 cr.)
- EDUC-M 440 Student Teaching Seminar, (3 cr.)
- EDUC-P 251 Ed Psych for Elem Teachers, (2 cr.)
- EDUC-P 320 Classroom Assessment, (3 cr.)
- EDUC-X 460 Books for Reading Instruction, (3 cr.)

Bachelor of Science in Secondary Education

The Bachelor of Science in Secondary Education leads to the secondary school teacher license (grades 5-12) in Mathematics, Language Arts/English, Physics, Chemistry, Physical Science, Life Science, Earth/Space Science, Historical Perspectives, Political Science, Sociology, Psychology; secondary teacher license (P-12) in Fine Arts: Visual Arts. A minimum of 120 credit hours is needed for the degree. Students will be admitted into and progress through the program in a cohort-based learning model, where students are **admitted into and progress through the academic program together**. In order to graduate, the student must have a total of 120 credit hours completed with a minimum cumulative GPA of 2.5. In order to graduate, the student must have a total of 120 credit hours completed with a minimum cumulative GPA of 2.5. Secondary students must complete content area courses (i.e., fine arts, mathematics, etc.) required for degree completion, each EDUC course, and education foundation courses of ENG-W 131 and SPCH-S121 with a C or higher. Progress towards the degree will be monitored by the faculty to ensure each candidate has the

necessary knowledge, skills, and dispositions required of a highly effective educator.

The Bachelor of Science degree in Secondary Education is comprised of the following:

General Education Requirements (30-32 credit hours)

Students in the BS in Secondary Education follow the campus General Education requirements. The School of Education may recommend certain courses from the General Education curriculum that will fit your degree. See an academic advisor for more details.

General Education requirements will be met by specific EDUC courses as follows: Quantitative Literacy Statistics (EDUC-P 320), and Social and Behavioral Ways of Knowing (EDUC-M 300). EDUC-M 300 is also designated as a Diversity course.

Professional Education Requirements (Secondary Education)

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry into the profession. The Pre-Professional courses are typically taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, development, introduction to exceptional learners, diversity, technology, and culturally responsive pedagogy. After admissions to the TEP, Professional Education courses are completed, typically during the junior and senior years. Professional Education courses include foundations, methods, and specialized requirements. Faculty review and approval are required for program continuation.

Pre-Professional Education Courses:

- EDUC-F 205 Study of Education and Practice of Teaching (3 cr.)
- EDUC-K 205 Introduction to Exceptional Children (3 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-M 310 General Methods (2 cr.)
- EDUC-P 214 Lifespan Development (1 cr.)
- EDUC-W 200 Computers in Education (3 cr.)

Professional Education Courses

- EDUC-F 401 Topical Explorations in Education: Creating Classroom Culture (3 cr.)
 - EDUC-H 340 Education and the American Culture (3 cr.)
 - EDUC-K 306 Teaching the Exceptional Learner (3 cr.)
 - EDUC-M 310 General Methods (2 cr.)
 - EDUC-M 430 Methods of Teaching Art Elem (3 cr.)
- OR**
- EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies (3 cr.) **OR**
 - EDUC-M 446 Methods of Teaching SH/JH/MS Science (3 cr.) **OR**
 - EDUC-M 452 Methods of Teaching SH/JH/MS Eng/LA (3 cr.) **OR**

- EDUC-M 457 Methods of Teaching SH/JH/MS Math (3 cr.)

- EDUC-M 464 Reading in the Content Area (3 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (12 cr.)
- EDUC-M 440 Student Teaching Seminar (3)
- EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (2 cr.)
- EDUC-P 320 Classroom Assessment (3 cr.)

Teaching Major Requirements

B.S. Secondary Education degree has a minimum of 41 credit hours for each teaching major license (Mathematics, English/Language Arts, Science, Social Studies and Fine Arts: Visual Arts).

Mathematics Teaching Major (minimum 41 cr.)

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Mathematics. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course).

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)
- MATH-M 311 Calculus III (5 cr.)
- MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
- MATH-M 347 Discrete Math (3 cr.)
- MATH-M 403 Introduction to Modern Algebra I (3 cr.)
- MATH-M 404 Introduction to Modern Algebra II (3 cr.)
- MATH-M 413 Introduction to Analysis II (3 cr.)
- MATH-M 463 Introduction to Probability I
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-T 336 Topics in Euclidean Geometry (3 cr.)

Science Teaching Major

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Science. A minimum GPA of 2.5 is required in the teaching major with a grade of C or better in each course. The IU Kokomo Teacher Education Program requires students to choose one licensure area and complete at least 41 credit hours.

Life Science

- BIOL-L 105 Intro to Biology (5 cr.)
- BIOL-L 203 Evolution & Diversity of Life (3 cr.)
- BIOL-L 211 Introduction to Molecular Biology and BIOL-L 213 Lab (5 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.) or PHSL-P 416 Comparative Animal Physiology (3 cr.)
- BIOL-L 473 Ecology and BIOL-L 474 Lab (5 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)
- MICR-M 310 Microbiology (3 cr.)
- PHSL-P 416 Comparative Animal Physiology (3 cr.)

- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)

Physical Science

- BIOL-L 105 Intro to Biology (5 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- CHEM-C 106 General Chemistry II and CHEM-C 126 Lab (5 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.) and CHEM-C 343 Organic Chemistry I Lab (2 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-M 215 Calculus I (5 cr.)
- PHYS-P 201 General Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.)
- PHYS-P 310 Environmental Physics OR
 - GEOL-G 300 Environmental & Urban Geology OR
 - GEOL-G 400 Energy Sources and Needs (3 cr.)

Chemistry

- AST-A 110 Introduction to Astronomy (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- CHEM-C 106 General Chemistry II and CHEM-C 126 Lab (5 cr.)
- CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr.)
- CHEM-C 341 Organic Chemistry and CHEM-C 343 Laboratory (5 cr.)
- CHEM-C 361 Introductory Physical Chemistry (3 cr.)
- CHEM-C 430 Inorganic Chemistry (3 cr.)
- MATH-M 215 Calculus I (5 cr.)
- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)

Earth/Space Science

- AST-A 110 Introduction to Astronomy (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOG-G 315 Environmental Conservation (3 cr.)
- GEOL-G 100 General Geology (5 cr.)
- GEOL-G 400 Energy: Sources and Needs (3 cr.)
- GEOL-G 300 Environmental & Urban Geology (3 cr.)
- GEOL-T 312 Geology of Indiana (3 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)
- Lab Science elective (5 cr.)

Physics

- AST-A 100 Solar System (3 cr.)
- AST-A 110 Introduction to Astronomy (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- GEOL-G 100 General Geology (5 cr.)
- MATH-M 215 Calculus I (5 cr.)
- PHYS-P 201 General Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.)

- PHYS-P 301 Contemporary Physics (3 cr.)
- PHYS-P 310 Environmental Physics (3 cr.)

Social Studies Teaching Major

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Social Studies. A minimum GPA of 2.5 in the teaching major is required (with no grade less than a C in the teaching major). The IU Kokomo Teacher Education Program requires that Historical Perspectives be a licensure area. Students may want to choose a minor in either Sociology, Psychology, or Political Science to add an additional licensure area. The minor will be additional credit hours. **Historical Perspectives**

Historical Perspectives

- HIST-A 307 American Cultural History **OR**
 - HIST-A 382 The Sixties **OR**
 - Hist-A 375 Crime and Punishment American History (3 cr.)
- HIST-A 363 Hoosier Nation: Indiana History (3 cr.)
- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- HIST-H 421 Topics in Asia or African History **OR**
 - HIST-H 405 Global History of Modern Sport **OR**
 - HIST-G 385 Modern China **OR**
 - HIST-G 387 Contemporary China (3 cr.)
- HIST-H 421 Topics: Latin American History **OR**
 - HIST-C 386 Greek History **OR**
 - HIST-C 388 Roman History (3 cr.)
- HIST-J 495 Proseminar for History Majors (3 cr.)

History/Political Science Dual Degree Program

The History/Political Science program works cooperatively with the School of Education to administer a dual degree program in History/Political Science-Secondary Education. Students participating in this program will complete both a Bachelor of Science in History/Political Science degree and a Bachelor of Science in Secondary Education degree. Students in this program will be certified to teach at the secondary school level with expertise in both History and Government. Please see an advisor in either SHSS or the School of Education for more information about this program.

Optional areas of study in Economics, Political Science, Psychology or Sociology (15 cr.) required

Political Science

- POLS-Y 103 Introduction to Political Science (3 cr.)
- POLS-Y 215 Introduction to Political Theory (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to World Politics (3 cr.)
- Any 3XX/4XX US Political Science course (3 cr.)
- Any 3XX/4XX World Political Science course (3 cr.)

Economics (15 cr.) Required:

- BUS-D 301 International Business Environment (3 cr.)

- BUS-W 100 Principles of Business Administration (3 cr.)
- ECON-E 201 Introduction to Micro Economics (3 cr.)
- ECON-E 202 Introduction to Macro Economics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)

Psychology

- PSY-P 103 Introduction to Psychology (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)
- PSY-P 326 Neuroscience (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Sociology

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 317 Inequality (3 cr.)
- SOC-S 338 Sociology of Gender (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)

Exceptional Needs - Mild Intervention

This Special Education license for grade K-12 is a licensure area within the secondary education program but has its own planning guide. The program is a total 126 credit hours. The General Education Content requirements and the Year 1 and 2 Pre-professional courses are the same as the Secondary Education program. Additional pre-professional special education courses are as follows:

- EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.)
- EDUC-K 352 Educating Students with Learning Disorders (3 cr.)
- EDUC-K 362 Team Approaches to Educating Students with Disabilities (3 cr.)
- EDUC-K 370 Language and Learning Disorders (3 cr.)
- EDUC-K 495A Special Education Field Experience I (1 cr.)

Movement I

- EDUC-H 340 Education and the American Culture (3 cr.)
- EDUC-K 344 Emotional & Behavior Disorders II (3 cr.)
- EDUC-K 361 Assistive Technology (2 cr.)
- EDUC-K 371 Assessment & Individualized Instruction in Reading and Mathematics (3 cr.)
- EDUC-K 495B Special Education Field Experience II (2 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)

Movement II

- EDUC-K 490 Assessment I (3 cr.)
- EDUC-K 490 Current Trends in Special Education (3 cr.)
- EDUC-M 464 Reading in the Content Areas (3 cr.)

Movement III (State required tests must be attempted before entering Movement III)

- EDUC-K 488 Special Education Student Teaching (12 cr.)

*May be taken in the summer.

All Secondary Education majors choosing Special Education as their licensure area will need to take at least 24 additional credit hours in a Core Academic Subject Area. The Indiana Department of Education and the IU Kokomo School of Education recommend the following Core Academic Subject Areas: English, Reading or Language Arts, Mathematics, Fine Arts: Visual Arts, Science, and Social Studies in the areas of Economics, Government, and History.

Content Area Assessment (Attempt required prior to Student Teaching)

- Required Tests: Exceptional Needs-Mild Intervention; Exceptional Needs-Mild Intervention: Reading
- Test Numbers: 025/064
- Required Score: 220

Fine Arts - Visual Arts Teaching Major

(minimum 41 cr.)

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course).

- FINA-A 101 Ancient to Medieval Art (3 cr.)
- FINA-A 102 Renaissance to Modern Art (3 cr.)
- NMAT-D 216 Digital Media Studio (3 cr.)
- NMAT-D 316 Digital Media II: Time-based Art (3 cr.)
- NMAT-G 346 Classics in Philosophy of Art (3 cr.)
- NMAT-S 100 Fundamental Studio Drawing (3 cr.)
- NMAT-S 110 Fundamental Studio 2D (3 cr.)
- NMAT-S 112 Fundamental Studio 3D (3cr.)
- NMAT-S 200 Drawing II (3 cr.)
- NMAT-S 230 Painting II (3 cr.)
- NMAT-S 240 Introduction to Printmaking Media (3 cr.)
- NMAT-S 270 Sculpture I (3 cr.)
- Any 3XX-level Art Course (3 cr.)
- Any 2XX/3XX/4XX Art History course (3 cr.)

English Language Arts Teaching Major

(minimum 41 cr.)

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Language Arts. A minimum GPA of 2.65 in the teaching major is required (with a grade of C or better in each course).

- CMLT-C 190 Introduction to Film (3 cr.)
- COMM-C 394 Communication and Conflict (3 cr.)
- **OR**
 - SPCH-S 322 Advanced Interpersonal Communication (3 cr.)
- ENG-E 303 Literatures in English 1800-1900 (3 cr.)
- ENG-E 304 Literatures in English 1900-Present (3 cr.)

- ENG-L 202 Literacy Interpretation (3 cr.)
- ENG-L 210 Popular Literature & Mass Media (3 cr.)
- ENG-L 371 Critical Practices (3 cr.)
- ENG-L 379 African American and Minority Literature (3 cr.)
- ENG-W 206 Introduction to Creative Writing (3 cr.)
- ENG-Z 205 Introduction to the English Language
OR
 - ENG-G 301 History of the English Language (3 cr.)
- SPAN-S 111 Elementary Spanish 1 (4 cr.)
- SPCH-C 325 Interviewing Principles and Practices (3 cr.)
- SPCH-S 122 Interpersonal Communications (3 cr.)
- THTR-T 115 Oral Interpretation (3 cr.)

Early Childhood Education Minor

Students pursuing the Bachelor of Science in Elementary Education may obtain a minor in Early Childhood Education.

Curriculum:

- EDUC-E 335 Introduction to Early Childhood Education (3 cr.)
- EDUC-E 336 Play as Development (3 cr.)
- EDUC-E 337 Classroom Learning Environments (3)
- EDUC-E 338 The Early Childhood Educator (3 cr.)
- EDUC-E 349 Teaching and Learning for all Young Children (3 cr.)
- EDUC-E 352 Teaching and Learning in Preschool/Kindergarten (3)
- EDUC-K 308 Teaching Young Children with Special Needs (3 cr.)

English as a New Language Minor

Students pursuing the Bachelor of Science in Elementary Education may obtain a minor in English as a New Language.

Curriculum (20 credit hours)

- EDUC-L 403 Assessment for Culturally and Linguistically Diverse Learners (3 cr.)
- EDUC-L 436 Methods and Materials for Teaching English as a Second Language (3 cr.)
- EDUC-L 441 Bilingual Education: Introduction (3 cr.)
- EDUC-L 442 Teaching English Language Learners: Bilingual and English as New Language Instruction (3 cr.)
- EDUC-L 490 Research in Language Education (2)
- EDUC-M 401 English Learner Field Experience (3)
- EDUC-M 470 Practicum in English as a New Language (6 cr.)
- EDUC-X 470 Psycholinguistics for Teachers of Reading (3 cr.)

Student Teaching

And 6 out of 12 credits of Student Teaching in Minor: EDUC-M 470 Practicum in English as a New Language (6 cr.)

Music Education Minor

Students pursuing the Bachelor of Science in Elementary Education may obtain a minor in Music Education (Vocal or Instrumental).

Curriculum (25 credit hours)

- EDUC-M 336 Introduction to Music Education (3 cr.)
- EDUC-M 339 General Music Methods K-12 (3 cr.)
- MUS-B 320 Trumpet or MUS-V 300 Voice (2 cr.)
- MUS-G 361 Elementary Conducting Techniques (3)
- MUS-M 201 The Literature of Music 1 (3 cr.)
- MUS-P 300 Piano (2)
- MUS-S 315 Violin or MUS-V 300 Voice (2 cr.)
- MUS-W 310 Flute and Piccolo or MUS-V 300 Voice (2 cr.)
- MUS-X 040 Instrumental Ensemble: Band **OR**
 - MUS-X 070 University Choral Ensemble (2)
- MUS-Z 111 Introduction to Music Theory or
 - MUS-T 113 Music Theory 1 (3 cr)

Student Teaching

And 6 out of 12 credits of Student Teaching in Minor: M489-Student Teaching Music (6 cr)

Special Education Minor

Students pursuing the Bachelor of Science in Elementary Education may obtain a minor in Special Education.

Curriculum (26 hours):

- EDUC-K 343 Education of the Socially & Emotionally Disturbed 1 (3 cr.)
- EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.)
- EDUC-K 352 Education Student with Learning Disorders (3 cr.)
- EDUC-K 361 Assistive Technology (2 cr.)
- EDUC-K 362 Team Approaches to the Education of Students with Disabilities (3 cr.)
- EDUC-K 370 Language and Learning Characteristics of Students with Mild to Moderate Disabilities (3 cr.)
- EDUC-K 371 Assessment & Individualized Instruction in Reading & Math (3 cr.)
- EDUC-K 490 Current Trends in Special Education (3 cr.)
- EDUC-K 495A Laboratory/Field Experience in Special Education (1 cr.)
- EDUC-K 495B Special Education Field Experience (2 cr.)

Student Teaching

And 6 out of 12 credits of Student Teaching in Minor: EDUC-K 488 Student Teaching for Special Education (6 cr.)

Transition to Teaching (T2T) Education

Transition to Teaching Programs

(1) T2T Secondary Program

Transition to Teaching (T2T) Secondary Program candidates must meet one of the following admission requirements:

- Hold an earned bachelor's degree in the subject area that the individual intends to teach with a minimum grade point average of 3.00 (on a 4.00 scale) from an accredited institution of higher education,
- Hold a graduate degree from an accredited postsecondary educational institution in the subject area or a related field in which the individual intends to teach,
- Hold a bachelor's degree in the subject area that the individual intends to teach from an accredited postsecondary educational institution with a grade point average of a least 2.50 (on a 4.00 scale)

AND

- Have 5 years of professional experience, OR
- Hold both a bachelor's degree with an accredited postsecondary educational institution AND earned a passing score on the relevant state-approved content area examination.

Application must include the following:

- Application cover sheet
- Current resume or curriculum vitae including all relevant professional experience,
- Letter of interest explaining your interest in becoming an educator and fitness for the program,
- Two letters of reference from individuals that can speak to your experience working in schools or with youth and potential as an educator.
- Official transcripts of all undergraduate and graduate, if applicable, work completed at an accredited college or university.
- Expanded Criminal Background Check (ECBC) through CastleBranch.
- Interview with the IU Kokomo School of Education Transition to Teaching Coordinator.

All Candidates completing the Secondary Transition to Teaching program will demonstrate:

- Knowledge of content and the use of best practices in delivering effective instruction to all students;
- Knowledge, skills, and dispositions needed to participate in school transformation, and
- Dispositions necessary to help all students learn.

Candidates in the Secondary Transition to Teaching (T2T) Program must:

- Maintain a 2.75 GPA with no grade less than a C in the required professional education courses.
- Demonstrate the dispositions required by the School of Education
- Receive positive recommendations with no unsatisfactory ratings from instructors and

cooperating/mentor teachers on final evaluations for all courses and field experiences.

- Successfully complete Indiana CPR-AED certification requirements.
- Attempt the required ETS Praxis Content and Pedagogy exam for the candidate's content area prior to student teaching.
- Successfully complete Indiana Suicide prevention certification requirements.

Secondary Transition to Teaching (T2T) Curriculum:

- EDUC-S 512 Workshop in Secondary Education (2 cr.) **AND**
- One of the following, depending on teaching major:
 - Education: EDUC-S 503 Secondary School Education (3 cr.) OR
 - Math: EDUC-M 457 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.) OR
 - Science: EDUC-M 446 Advanced Study in the Teaching of Secondary School Science (3 cr.) OR
 - English: EDUC-M 452 Advanced Study in the Teaching of Secondary English/Language Arts (3 cr.) OR
 - Social Studies: EDUC-M 441 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) OR
 - Fine Arts: EDUC-M 430 Advanced Art Education (3 cr.)
- EDUC-H 520 Education and Social Issues (2 cr.)
- EDUC-K 505 Exceptional Learners (3 cr.)
- EDUC-M 550 Practicum (1 cr.)
- EDUC-P 507 Testing in the Classroom (2 cr.)
- EDUC-P 510 Psychology in Teaching (2)
- EDUC-S 512 Workshop in Secondary Education: Practicum Seminar (1 cr.)
- EDUC-X 501 Critical Reading in Content Areas (3 cr.)

School-based Field Experience Requirement:

- 80 clock hours per fall and spring semester is required

(2) T2T All Grade Program

Transition to Teaching (T2T) All Grade (P-12) Program candidates must meet one of the following admission requirements:

- Hold an earned bachelor's degree in the subject area that the individual intends to teach with a minimum grade point average of 3.00 (on a 4.00 scale) from an accredited institution of higher education,
- Hold a graduate degree from an accredited postsecondary educational institution in the subject area or a related field in which the individual intends to teach,
- Hold a bachelor's degree in the subject area that the individual intends to teach from an accredited postsecondary educational institution with a grade point average of a least 2.50 (on a 4.00 scale)

AND

- Have 5 years of professional experience, OR
- Hold both a bachelor's degree with an accredited postsecondary educational institution AND earned a passing score on the relevant state-approved content area examination.

Application must include the following:

- Application cover sheet
- Current resume or curriculum vitae including all relevant professional experience,
- Letter of interest explaining your interest in becoming an educator and fitness for the program,
- Two letters of reference from individuals that can speak to your experience working in schools or with youth and potential as an educator.
- Official transcripts of all undergraduate and graduate, if applicable, work completed at an accredited college or university.
- Expanded Criminal Background Check (ECBC) through CastleBranch.
- Interview with the IU Kokomo School of Education Transition to Teaching Coordinator.

All Candidates completing the P-12 Transition to Teaching program will demonstrate:

- Knowledge of content and the use of best practices in delivering effective instruction to all students;
- Knowledge, skills, and dispositions needed to participate in school transformation, and
- Dispositions necessary to help all students learn.

Candidates in the P-12 Transition to Teaching (T2T) Program must:

- Maintain a 2.75 GPA with no grade less than a C in the required professional education courses.
- Demonstrate the dispositions required by the School of Education
- Receive positive recommendations with no unsatisfactory ratings from instructors and cooperating teachers on final evaluations for all courses and field experiences.
- Successfully complete Indiana CPR-AED certification requirements.
- Attempt the required ETS Praxis Content and Pedagogy exam for the candidate's content area prior to student teaching.
- Successfully complete Indiana Suicide prevention certification requirements.

All Grade (P12) Transition to Teaching (T2T) Curriculum:

The All Grade (P-12) T2T program is available for Visual Arts, Physical Education, Computer Science, World Languages, and Music Education

- EDUC-S 512 Workshop in Secondary Education (2 cr.) **AND**
- One of the following, depending on the teaching major:
 - EDUC-S 503 Secondary School Education (3 cr.) OR
 - Fine Arts: EDUC-M 430 Advanced Art Education (3 cr.) OR

- EDUC-M339 General Music Methods K-12 (3) OR

- EDUC-H 520 Education and Social Issues (2 cr.)
- EDUC-K 505 Exceptional Learners (3 cr.)
- EDUC-M 550 Student Teaching Practicum (1 cr.)
- EDUC-P 507 Testing in the Classroom (2 cr.)
- EDUC-P 510 Psychology in Teaching (2 cr.)
- EDUC-S 512 Workshop in Secondary Education: Practicum Seminar (1 cr.)
- EDUC-X 501 Critical Reading in Content Areas (3 cr.)
- EDUC-E 514 Workshop in Language Arts (3)

School-based Field Experience Requirement:

- 80 clock hours per fall and spring semester is required

(3) T2T Elementary Program

Transition to Teaching (T2T) Elementary Program candidates must meet one of the following admission requirements:

- Hold a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0-point scale; or
- Hold both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0-point scale, and five (5) years of professional experience; or
- Hold both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state approved content area examination(s) in the subject area.

Application must include the following:

- Application cover sheet
- Current resume or curriculum vitae including all relevant professional experience,
- Letter of interest explaining your interest in becoming an educator and fitness for the program,
- Two letters of reference from individuals that can speak to your experience working in schools or with youth and potential as an educator.
- Official transcripts of all undergraduate and graduate, if applicable, work completed at an accredited college or university.
- Expanded Criminal Background Check (ECBC) through CastleBranch.
- Interview with the IU Kokomo School of Education Transition to Teaching Coordinator.

All Candidates completing the Elementary Transition to Teaching program will demonstrate:

- Knowledge of content and the use of best practices in delivering effective instruction to all students;
- Knowledge, skills, and dispositions needed to participate in school transformation, and

- Dispositions necessary to help all students learn.

Candidates in the Elementary Transition to Teaching (T2T) Program must:

- Maintain a 2.75 GPA with no grade less than a C in the required professional education courses.
- Demonstrate the dispositions required by the School of Education
- Receive positive recommendations with no unsatisfactory ratings from instructors and cooperating teachers on final evaluations for all courses and field experiences.
- Successfully complete Indiana CPR-AED certification requirements.
- Attempt the required ETS Praxis Content and Pedagogy exam for the candidate's content area prior to student teaching.
- Successfully complete Indiana Suicide prevention certification requirements

Elementary Transition to Teaching (T2T) Curriculum:

The Elementary T2T curriculum is hybrid program with courses in online, face-to-face, and workshop formats.

- EDUC-E 518 Workshop in Elem. Education: General Lesson Planning (2 cr.)
- EDUC-X 530 Topical Workshop in Reading: Reading Methods (3 cr.)
- EDUC-P 510 Psychology in Teaching (2 cr.)
- EDUC-E 518 Workshop in Elem. Education: General Lesson Planning (2 cr.)
- EDUC-X 530 Topical Workshop in Reading: Reading Methods II (3 cr.)
- EDUC-P 510 Psychology in Teaching (2 cr.)
- EDUC-H 520 Education and Social Issues (3 cr.)
- EDUC-E 534 Inquiry in Math & Science (3 cr.)
- EDUC-F 500 Topical Explorations in Education (1 cr.)
- EDUC-F 401 Creating Classroom Culture (2 cr.)
- EDUC-M 550 Practicum: Student Teaching (1 cr.)

School-based Field Experience Requirement:

- 80 clock hours per fall and spring semester is required.

Post-Baccalaureate Elementary Education

The Post-Baccalaureate Elementary Education licensing program leads to an Elementary Generalist license (K-6).

Please see Bachelor's of Science in Elementary Education for requirements and curriculum.

History/Political Science Dual Degree Program

The History/Political Science program works cooperatively with the School of Education to administer a dual degree program in History/Political Science-Secondary Education. Students participating in this program will complete both a Bachelor of Science in History/Political Science degree and a Bachelor of Science in Secondary Education degree. Students in this program will be certified to teach at the secondary school level with

expertise in both History and Government. Please see an advisor in either HSS or the School of Education for more information about this program.

Master of Science in Education in Teaching, Learning, and Curriculum

Master of Science in Education in Teaching, Learning, and Curriculum offers instruction in current and innovative practices being explored in the fields of teaching and curriculum. This program may be of special interest to those in education aspiring to advanced positions and leadership roles.

As a student in this program, you gain the knowledge, skills, and experience necessary to design a curriculum that demonstrates equitable learning opportunities for all learners. You critically analyze research-based practices and their effectiveness across multiple contexts. You design and implement an empirical study on teaching, learning, and curriculum. You synthesize information and evidence to make informed decisions regarding effective, ethical pedagogy.

This 100 percent online program is taught by IU Bloomington, IU East, IUPUI, IUPUC, IU Kokomo, IU Northwest, IU South Bend, and IU.

This 30-credit hour master's degree will include three sub-components:

- Teaching, Learning, and Curriculum Core – (TLC Core) (15 cr.)
- Teaching, Learning, and Curriculum Tracks – (TLC Tracks) (12 cr.)
- Teaching, Learning, and Curriculum Capstone – (TLC Capstone) (3 cr.)

To earn an M.S.Ed. in Teaching, Learning, and Curriculum, students must complete each of the three components of the degree and all required coursework:

I. M.S.Ed. in Teaching, Learning, and Curriculum - Core (5 courses/15 cr.)

1. Curriculum – EDUC-J 500 – Instruction in the Context of Curriculum (3 cr.)
2. Equity for Learning – Choose **one** of the following two courses:
 - EDUC-E 555 – Human Diversity in Education (3 cr.), **or**
 - EDUC-J 655 – Seminar in Multicultural and Global Education (3 cr.)
3. Teaching for All Learners – EDUC-J 501 Strategies for Teaching, Learning, and Curriculum (3 cr.)
4. Assessment and Evaluation – EDUC-J 502 Assessment and Evaluation (3 cr.)
5. Inquiry – EDUC-Y 520 – Strategies for Education Inquiry (3 cr.)

II. M.S.Ed. in Teaching, Learning, and Curriculum—Tracks (4 courses / 12cr)

Each track is composed of a set of four interdisciplinary courses offered across teaching, learning, and curriculum that reflect the anticipated needs and interests of M.S.Ed. in Teaching, Learning, and Curriculum students. Courses will be taught by curriculum and instruction faculty with

faculty in different specializations offering courses on occasion.

1. Early Childhood Care and Education (12 cr.)

Take the following classes:

- EDUC-E 506 Curriculum in Early Childhood Education (3 cr.)
- EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.)
- EDUC-P 515 Child Development (3 cr.)
- One course selected from one of the other TLC tracks (3 cr.)

2. STEM and Arts Innovations (12 cr.)

Take the following classes:

- EDUC-S 504 Introduction to STEM Teaching (3 cr.)
- EDUC-Q 528 Demonstration and Field Strategies in Science (3 cr.)
- EDUC-Z 501 Art Methods for Non-Art Specialist Educators (3 cr.)
- One course selected from one of the other TLC tracks (3 cr.)

3. Teacher Leadership and Instructional Coaching (12 cr.)

Take the following classes:

- EDUC-A 510 School Community Relations (3 cr.)
- EDUC-A 629 Data-Informed Decision-Making for School Leaders (3 cr.)
- EDUC-J 503 Teacher Leadership and Instructional Coaching (3 cr.)
- One course selected from one of the other TLC tracks (3 cr.)

4. Educating Exceptional Learners (12 cr.)

Take the following classes:

- EDUC-K 553 Classroom Management and Behavioral Support (3 cr.)
- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education (3 cr.)
- EDUC-W 551 Education and Psychology of the Gifted and Talented (3 cr.)
- One course selected from one of the other TLC tracks (3 cr.)

III. M.S.Ed. in Teaching, Learning, and Curriculum - Capstone (1 course/3 cr.)

- EDUC-J 597 Teaching, Learning & Curriculum Capstone (3 cr.)

Ed.S. in Educational Leadership - Online Consortium

As a teacher, you have valuable experience that gives you a unique understanding of the challenges that students and schools face. Build upon those experiences as an administrator.

The IU Online EdS in Educational Leadership prepares you to take on leadership roles in your school, district, or educational organization. In this program, you are trained to:

- Promote the current and future success and well-being of all students.
- Apply your knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process.
- Foster continuous improvement at the district level which reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Advocate for ethical decisions and cultivate professional norms and culture.
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
- Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
- Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
- Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
- Cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.

Many online support services are available to assist you as you progress through the program.

Of Special Interest for K–12 Teachers Wanting to Transition to the Role of Administrator

- Applicants with a bachelor's degree plus two years of classroom experience can enter the program directly and earn the degree after completing 60 hours of graduate coursework in educational leadership.
- Applicants with an advanced post-baccalaureate degree can apply up to 30 credit hours of coursework toward the requirements of this program.
- Applicants holding a post-baccalaureate degree from Indiana University may apply up to 36 credit hours.

Your IU Online EdS in Educational Leadership prepares you for education administration careers at the preschool, elementary, secondary, and postsecondary levels. Job titles include:

- Director of education
- Academic director
- Director of student services
- Library director
- Department chair
- Health services director
- Principal

This 100 percent online, consortial program is taught by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Required Coursework -

The overall curriculum for the IU collaborative Ed.S. in Educational Leadership meets NELP district-level standards. At the course level, it aligns with Indiana Department of Education standards for the Building-Level Administrator and District-Level Administrator licensure requirements.

Program Components and Credit Breakdown are as follows:

- Part 1: Building-level administrator requirements (24 credit hours)
- Part 2: District-level administrator requirements (27 credit hours)
- Part 3: Electives and Leadership Seminar (9 credit hours)

Ed.S. total credits = 60

To earn the Ed.S. in Educational Leadership students must complete the following degree components and required coursework:

Part 1: Building-Level Administrator Coursework (24 cr.)

Mission, Vision, & Improvement of Schools

- EDUC-A 500 Intro Ed Leadership (3 cr.)

Ethics & Professional Norms

- EDUC-A 608 Legal and Ethical Perspectives on Education (3 cr.)

Equity, Inclusiveness, & Cultural Responsiveness

- EDUC-H 520 Education and Social Issues (3 cr.)

Learning & Instruction

Students complete one of two course options:

- EDUC-A 624 Educational Leadership: The Principal K-12 (3 cr.)
- EDUC-J 500 Instruction in Context of Curriculum (3 cr.)

Community & External Leadership

- EDUC-A 510 Community School Relations (3 cr.)

Operations & Management

Students complete one of two course options:

- EDUC-A 630 Economic Dimensions of Education (3 cr.)
- EDUC-A 635 Public School Budgeting (3 cr.)

Building Professional Capacity

- EDUC-A 515 Educational Leadership: Teacher Development and Evaluation (3 cr.)

Internship

- EDUC-A 695 Practicum in Educational Leadership (3 cr.)

Part 2: District Level-Administrator Requirements (27 cr.)

Mission, Vision, & Improvement of Schools

- EDUC-A 671 Planning and Change in Educational Organizations (3 cr.)

Ethics & Professional Norms

- EDUC-A 615 Advanced School Law (3 cr.)

Equity, Inclusiveness, & Cultural Responsiveness

Students complete one of three options:

- EDUC-A 675 Leadership in Special Education (3 cr.)
- EDUC-J 655 Seminar in Multicultural and Global Education (3 cr.)
- EDUC-T 531 Organizational Change in Cultural and Linguistically Diverse Schools (3 cr.)

Learning & Instruction

- EDUC-J 630 Curriculum Theory and Practice (3 cr.)

Community & External Leadership

- EDUC-T 550 Cultural and Community Forces and the Schools (3 cr.)

Operations & Management

- EDUC-A 653 Organizational Context of Education (3 cr.)

Policy, Governance, & Advocacy

- EDUC-A 672 Moral Dimensions of Leadership (3 cr.)

Internship

- EDUC-A 785 Internship in Educational Leadership (3 cr.)

Leadership Seminar/ Project /Thesis

Students complete one of two course options:

- EDUC-A 680 Educational Specialist Seminar (Educational Leadership) (3 cr.)
- EDUC-A 754 Seminar in Research in Educational Leadership (3 cr.)

Part 3. Additional Ed.S. Educational Leadership coursework to reach 60 credits.

Collaborative Ed.S. Electives

Students may complete any three courses from the following list:

- EDUC-A 530 Statistical Data for Educational Leadership (3 cr.)
- EDUC-A 590 Independent in Educational Leadership (3 cr.)
- EDUC-A 629 Continuous School Improvement and Data-Informed Decision Making (3 cr.)
- EDUC-P 507 Assessment in Schools (3 cr.)
- EDUC-P 540 Learning and Cognition in Education (3 cr.)
- EDUC-Y 502 Intermediate Statistics Applied to Education (3 cr.)
- EDUC-Y 510 Action and Research I (3 cr.)

Ed.S. in School Psychology - Online Consortium

The IU Ed.S. in School Psychology Collaborative Hybrid Program is a practitioner-oriented program. It offers coursework in three primary areas: professional studies in school psychology, psychological foundations, and research/inquiry methods.

Students study such topics as assessment; intervention; social justice and equity; and effective communication with students, parents, and school administrators. Additionally, students complete four practicum placements and a 1,200 clock-hour internship to gain program-specific required, and approved experiences. These experiences are

completed under the supervision of a licensed school psychologist.

This program is taught by faculty from IU East, IU Kokomo, and IU South Bend.

Graduates of the program are eligible for certification as a school psychologist in Indiana.

Admission Requirements

- Baccalaureate degree in a related field - transcripts from all colleges and universities attended (Transcripts not required from IU Campuses).
- Minimum 3.0/4.0 GPA at undergraduate level.
- Three professional reference letters. At least one letter should be from someone who has knowledge of your work in schools and/or with children or youth.
- Resume or Curriculum Vitae
- A 400-500-word personal statement describing your interest in the field of school psychology and professional goals.
 - **This statement should**
 - Reference career goals as they align with this program,
 - Describe relevant work experience especially as it relates to P-12 schools and/or working with children or youth, and
 - Briefly address any deficiencies in applicants academic record that do not meet program admission standards.
- An interview by the faculty committee from one of the participating campuses.

Applications are due January 15th, and candidate interviews will be conducted in March. The admitted cohort will begin their coursework in June.

Space in this program is limited, so meeting the admissions requirements does not guarantee admission to the program.

The program's curriculum assumes continuous enrollment, and students will be expected to complete coursework in the summer, fall, and spring terms.

Program Format

Students will progress through the Ed.S. in School Psychology as part of a student cohort. The program was designed to allow working adults to complete the degree in four years by taking courses during the academic year and summer. Some courses will include an on-campus component, details for which will be provided in the course schedule. If a student is unable to attend an on-campus component, accommodations are possible for extraordinary circumstances with approval from the Program Director and course instructor.

Degree Requirements

To earn the EdS in School Psychology, you must complete 65 semester credit hours at the graduate level. Requirements are broken down as follows:

Inquiry (6 cr.)

- EDUC-Y 635 Methodology of Educational Evaluation (3 cr.)

- EDUC-Y 650 Single-Subject Research Design (3 cr.)

Counseling (9 cr.)

- EDUC-G 523 Laboratory in Counseling (3 cr.)
- EDUC-G 575 Multicultural Counseling (3 cr.)
- EDUC-P 692 Seminar in Therapeutic Interventions with Children/Mental Health Counseling (3 cr.)

Cognition/Learning Basis of Behavior (6 cr.)

- EDUC-P 540 Learning & Cognition (3 cr.)
- EDUC-P 682 Developmental Psychopathology (3 cr.)

Human Development (3 cr.)

- EDUC-P 514 Lifespan Development: Birth to Death (3 cr.)

Special Education (6 cr.)

- EDUC-K 505 Exceptional Learners (3 cr.)
- EDUC-K 548 Families, Schools, and Society (3 cr.)

Core School Psychology (35 cr.)

- EDUC-P 596 Internship in School Psychology (4 cr.)
- EDUC-P 602 Assessment, Prevention and Intervention I (3 cr.)
- EDUC-P 604 Role and Function of School Psychologists (3 cr.)
- EDUC-P 605 Collaboration and Consultation I (3 cr.)
- EDUC-P 606 Assessment, Prevention, and Intervention II (3 cr.)
- EDUC-P 607 Social Justice, Consultation, Advocacy and Leadership (3 cr.)
- EDUC-P 609 Assessment, Prevention, and Intervention III (3 cr.)
- EDUC-P 612 Trauma-informed Preventive Practices in Classrooms and Schools (3 cr.)
- EDUC-P 613 Responsive Educational Practices and Approaches (3 cr.)
- EDUC-P 656 Practicum in School Psychology (Practicum I) (1 cr.)
- EDUC-P 656 Practicum in School Psychology (Practicum II) (1 cr.)
- EDUC-P 656 Practicum in School Psychology (Practicum III) (1 cr.)
- EDUC-P 656 Practicum in School Psychology (Practicum IV) (1 cr.)
- EDUC-P 680 Diversity Ethical, Legal & Professional Issues in School Psychology (3 cr.)

Transfer Credits and Credit for Prior Learning

Students may fulfill up to 9 credit hours of the program requirements through a combination of previously completed IU graduate courses, transfer credit from another institution, and credit for prior learning and experience. Students should contact the Program Director for additional information and instructions for demonstrating prior learning and experience. It is the student's responsibility to collect and provide any needed documentation and evidence.

Course Grades and Cumulative GPA Requirements

Students are expected to earn a B grade or higher for all courses required for the Ed.S. degree; however, two grades of B- are permitted, as long as an overall GPA of 3.0/4.0 is maintained. Grades of B- are not permitted

for field-based courses (e.g., practica and internship). Course grades are reviewed at the end of each semester (Summer, Fall, Spring). If a student earned a grade of B-, program faculty will meet with the student and course instructor, if relevant, to determine any actions needed to ensure that the student is prepared for the next semester of courses. Grades of C+ or lower will require the student to re-take the course. No more than two courses can be re-taken, and no course may be retaken more than once. If a grade of C+ or lower is earned in more than two courses, the student may be dismissed from the program.

Time Restrictions

Students must complete all program requirements within 6 years from when course work is begun. If a student has an extraordinary circumstance and is unable to complete the program within the time limit, the student must meet with the Program Director to request an exception to this policy. In most circumstances, only one extension will be granted.

Course Grade Appeal Policy

Graduate students may appeal course grades posted at the end of the spring, fall, or summer sessions. The grade appeal process should only be utilized when a student believes a final grade is incorrect or unjust. A student may appeal any given course grade only once. Students who wish to appeal a course completed for the Ed.S. in School Psychology Collaborative Hybrid program will appeal a grade through the campus that offered the course (the campus of instruction). The graduate student must first attempt to resolve the grade issue with the faculty member. If an acceptable solution is not reached, the student may then appeal to the next level of administration at the campus of instruction following all campus timelines.

Remediation and Program Dismissal

A student's progress and retention in the program is based on satisfactory progress and annual evaluation reviews. Program faculty utilize multiple sources of information to assess students' development and demonstration of skills and dispositions throughout their time in the program. When necessary, program faculty work with a student to develop an action plan to address any concerns or performance issues. This may include re-taking a course, completing additional field placement hours and/or activities, increased supervision, or additional support. Action plans will include a timeline for completing needed remediation and any criteria needed for continuing in the program.

In the event that performance concerns continue or there is evidence that a student engages in serious unprofessional or unethical behavior (e.g., dismissal from a practicum or internship, conviction of misdemeanor or felony, misrepresentation of credentials and professional preparation, etc.), the program faculty may decide to dismiss a student from the program.

Residency Requirements

A student must reside in Indiana and complete fieldwork (i.e., practicum, internship) in Indiana.

Transfer Singular-Articulation Pathways

Elementary Education (Elementary Generalist K-6 license)

TSAP-Elementary Generalist K-6 license

Fall Year 1

- EDUC-E 339 (3 cr.)
- EDUC-E 345 (3 cr.)
- EDUC-M 300 (3 cr.)
- EDUC-M 311 (2 cr.)
- Content minor course (3 cr.)

Total 14 credits

Spring Year 1

- EDUC-E 340 (3 cr.)
- EDUC-E 341 (3 cr.)
- EDUC-H 340 (3 cr.)
- EDUC-M 324 (3 cr.)
- Content minor course (3 cr.)

Total 15 credits

Fall Year 2

- EDUC-E 328 (3 cr.)
- EDUC-E 343 (3 cr.)
- EDUC-F 401 (2 cr.)
- EDUC-K 305 (3 cr.)
- EDUC-P 320 (3 cr.)
- Content minor course (3 cr.)

Total 17 credits

Spring Year 2*

- EDUC-M 425 (12 cr.)
- EDUC-M 440 (3 cr.)

Total 15 credits

*Prior to student teaching the student must:

- Apply for Student Teaching by stated deadline
 - Attempt required state mandated Praxis pedagogy and content exams
 - Attend mandatory Student Teaching Orientation
 - Successfully complete CPR-AED training. Universal Precautions, and Suicide Prevention Training
-

Additional Notes: IU Kokomo courses must be successfully passed with a C or better, all other course grades must be a C or better. Students must complete a minor as part of the Bachelor's degree. The HIST 101/102 and HIST 111/112 taken as part of the TSAP will complete 6 of 15 credits required for a history minor. Any other minor WILL require more than 120 credit hours to complete the degree. Some courses could be taken in summer to allow for a different minor. See critical information provided by the IUK School of Education regarding additional requirements to enter student teaching. Progress towards the degree will be monitored by the faculty to ensure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

Secondary Education BSED-TSAP Life Science and Biology

Transfer Education BSED-TSAP Life Science and Biology

Fall Year 1

- EDUC-H 340 (3 cr.)
- EDUC-K 205 (3 cr.)
- EDUC-M 313 (1 cr.)
- MATH-K 310 (3 cr.)
- Biology Content Requirement (3-5 cr.)

Total 13-16 credits

Spring Year 1

- EDUC-K 306 (3 cr.)
- EDUC-K 490 (3 cr.)
- General Elective (0-3 cr.)
- Biology Content Requirement (3-5 cr.)
- Biology Content Requirement (3 cr.)

Total 12-17 credits

Fall Year 2

- EDUC-F 401 (3 cr.)
- EDUC-M 446 (3 cr.)
- EDUC-M 464 (3 cr.)
- Biology Content Requirement (3-5 cr.)

Total 12-14 credits

Spring Year 2

- EDUC-M 440 (3 cr.)
- EDUC-M 480 (12 cr.)

*Prior to student teaching the student must:

- Apply for Student Teaching by stated deadline
- Attempt required state mandated Praxis pedagogy and content exams
- Pass Content Area Assessments (see below)
- Attend mandatory Student Teaching Orientation
- Successfully complete CPR-AED training

Notes: Students must meet the following requirements to enter this program:

- Complete the Ivy Tech Community College TSAP for Elementary Education with grades of C or better
- Minimum Cumulative GPA of 3.00
- Be admitted to IU Kokomo as a degree seeking undergraduate student
- Apply to the Teacher Education Program at IU Kokomo no later than the 3rd Friday in April for Fall admission or 3rd Friday in November for Spring admission

Additional Notes: IU Kokomo Education courses must be successfully passed with a C+ or better, all other course grades must be a C or better. See critical information provided by the IUK School of Education regarding additional requirements to enter student teaching. Progress towards the degree will be monitored by the faculty to ensure each candidate has the necessary knowledge, skills, and dispositions required of a highly effective educator.

Secondary Education BSED-TSAP Mathematics

Transfer Education BSED-TSAP Mathematics

Fall Year 1

- EDUC-H 340 (3 cr.)
- EDUC-K 205 (3 cr.)
- EDUC-M 313 (1 cr.)
- Math Content Area Course (3 cr.)
- Math Content Area Course (3 cr.)
- General Elective (0-3 cr.)

Total 13-16 credits

Spring Year 1

- EDUC-K 306 (3 cr.)
- EDUC-K 490 (3 cr.)
- Math Content Area Course (3 cr.)
- Math Content Area Course (3 cr.)
- General Elective (0-3 cr.)

Total 12-15 credits

Fall Year 2

- EDUC-M 457 (3 cr.)
- EDUC-M 464 (3 cr.)
- Math Content Area Course (3 cr.)
- Math Content Area Course (3 cr.)
- General Elective (0-1 cr.)

Total 12-13 credits

Spring Year 2

- EDUC-M 440 (3 cr.)
- EDUC-M 480 (12 cr.)

*Prior to student teaching (Movement D) the student must:

- Apply for Student Teaching by stated deadline
- Attempt required state mandated Praxis pedagogy and content exams
- Attend mandatory Student Teaching Orientation
- Successfully complete CPR-AED training

Notes: Students must meet the following requirements to enter this program:

- Complete the Ivy Tech Community College TSAP for Elementary Education with grades of C or better
- Minimum Cumulative GPA of 3.00
- Be admitted to IU Kokomo as a degree seeking undergraduate student
- Apply to the Teacher Education Program at IU Kokomo no later than the 3rd Friday in April for Fall admission or 3rd Friday in November for Spring admission

Additional Notes: IU Kokomo Education courses must be successfully passed with a C or better, all other course grades must be a C or better. See critical information provided by the IUK School of Education regarding additional requirements to enter student teaching. Progress towards the degree will be monitored by the faculty to insure each candidate has the necessary knowledge, skills, and dispositions required of a highly

effective educator. Must use a conversion chart if SAT tests were taken March 1, 2016 or after.

Education Courses Undergraduate

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making and value analysis.

EDUC-E 328 Science in the Elementary Schools (3 cr.) Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools.

EDUC-E 335 Introduction to Early Childhood Education (3 cr.) This course has a dual focus. First, is an overview of the field including an historic perspective, program models, goals of early childhood education and professional organizations. The second focus emphasizes learning observation skills, understanding the characteristics of young children, teacher-child interaction and classroom management skills.

EDUC-E 336 Play as Development (3 cr.) Includes theories and development of play and how it can be guided. Shows how children use play to develop individually, understand the physical, social and cognitive environment, and develop physical and motor skill and creative ability. Includes a section on the selection and construction of play materials.

EDUC-E 337 Classroom Learning Environments (3 cr.) This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences and on planning, utilizing, and evaluating learning environments. Selection of materials and activities and the acquisition of skills for using these to stimulate children's development are major focuses.

EDUC-E 338 The Early Childhood Educator (3 cr.) Includes the role of the teacher as a professional educator including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.) Describes the methods, materials, and techniques employed in the elementary language arts program.

EDUC-E 340 Methods of Teaching Reading I (3 cr.) This course describes and appraises the methods, materials and techniques employed in diagnosing learning problems in elementary language arts and reading program.

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.) Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.) Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.

EDUC-E 349 Teaching and Learning for all Young Children 1: Focus on Birth to Age 3 (3 cr.) Students will connect theory with typically and atypically pedagogical skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.

EDUC-E 352 Teaching and Learning in Preschool/Kindergarten (3 cr.) This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, EARL, literacy, and art will be emphasized. Field experience required.

EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.) A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

EDUC-F 401 Topical Exploration in Education (0-3 cr.) This course will explore various topics of relevance to education, both in the United States and abroad.

EDUC-H 340 Education and the American Culture (3 cr.) The present educational system - its social impact and future implications - viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

EDUC-K 205 Introduction to Exceptional Children (3 cr.) An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

EDUC-K 305 Teaching Students with Special Needs in the Elementary Classroom (3 cr.) Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom (3 cr.) This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

EDUC-K 308 Teaching Infants/Toddlers and Young Children with Special Needs (3 cr.) Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive,

and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.) A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.) A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

EDUC-K 352 Learning Disability Methods (3 cr.) Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 361 Assistive Technology (2 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 362 Team Approaches to Educating Students with Disabilities (3 cr.) Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

EDUC-K 370 Language and Learning Disorder (3 cr.) Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.) Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

EDUC-K 490 Topical Seminar: Assessment 1 (3 cr.) Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

EDUC-K 490 Current Trends in Special Education (3 cr.) This course explores several current trends in special education. Specifically, topics such as secondary transition, Special Education law, English language learners, and collaborating with families of students with disabilities are discussed.

EDUC-K 495 Special Education Field Experience (1 cr.) Part A - Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.

EDUC-K 495 Special Education Field Experience (2 cr.) Part B - P: EDUC-K 495A. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.

EDUC-L 403 Assessment Literacy for Cultural & Linguistic Diversity (3 cr.) P: For students earning English Minor in School of Education. Define assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning.

EDUC-L 436 Methods and Materials for Teaching English as a Second Language (3 cr.) Emphasizes practices, strategies, and materials needed by teachers in English as a second language setting. Whole language approaches, including developing comprehension, speaking, writing and reading will be utilized via hands on experiences with a variety of materials.

EDUC-L 442 Teaching English Language Learners: Bilingual and English as a New Language Instruction (3 cr.) This course introduces undergraduate students to the theory-based instructional methods and activities that are used in bilingual and English as a new language education program. In addition, they are introduced to second language development, theoretical applications, and the sociocultural issues involved in teaching language minority students.

EDUC-L 490 Research in Language Education (1-3 cr.) P: Enrolled in the Education Program, earning an ENL minor. Individual research. Variable title course. May be repeated for credit.

EDUC-M 236 Introduction to Music Education K-12 (3 cr.) An overview of the music education profession, including the study of philosophical and historical foundations of music teaching and learning. Includes examination of curriculum and current issues in music education.

EDUC-M 299 Admission to Teacher Education Program (0 cr.)

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

EDUC-M 310 General Methods (2 cr.) P: Sophomore Standing. Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization.

EDUC-M 311 General Methods for Kindergarten/ Elementary Teachers (1 cr.) P: Sophomore Standing. Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process

and curriculum development, and organization of the elementary schools.

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: EDUC-M 299. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

EDUC-M 324 Teaching About the Arts (1-3 cr.) Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.) P: FINA-A 101 or FINA-A 102 and admission to TEP. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

EDUC-M 339 General Music Methods K-12 (3 cr.) A detailed study of curriculum, practices, and procedures that attend the teaching of general music K-12. Includes methods and materials for teaching music theory, history, and literature in high school.

EDUC-M 423 Student Teaching: Early Childhood (6 cr.) Full time supervised student teaching for a minimum of ten weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university provided supervision.

EDUC-M 425 Student Teaching in the Elementary Schools (6-12 cr.) Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 14 weeks.

EDUC-M 430 Foundations of Art Education and Methods II (3 cr.) Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.

EDUC-M 440 Teaching Problems and Issues (3 cr.) Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.) Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.) Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.

EDUC-M 464 Methods of Teaching Reading (3 cr.) Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.

EDUC-M 480 Student Teaching: Secondary (1-14 cr.) Grade: S or F. Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school.

EDUC-N 102 Teaching and Learning Elementary Math (3 cr.) This course will help pre-service teachers develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the State of Indiana Academic Standards.

EDUC-P 214 Life Span Development (1-3 cr.) This course introduces students to psychological development across the lifespan. Students will learn trends in normal psychological development from infancy through adulthood. Case studies and classroom examples will be used to provide context to apply theories of psychological development. Students will begin to understand the application of developmental psychology to teaching.

EDUC-P 251 Educational Psychology for Elementary Teachers (2 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (2 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 290 Professional Practices: Education (2 cr.) Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed

on curriculum planning and design that is developmentally appropriate.

EDUC-P 320 Classroom Assessment (1-3 cr.) The purpose of this course is to build a foundation for understanding the nature, purpose, and philosophies that drive assessment in schools. The predominant goal of Classroom Assessment is to ensure careful, introspective, analytical thought concerning best practices in this area of education.

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.) Course provides the elementary education major with background in the science process skills needed to complete required science courses.

EDUC-S 487 Principles of SH/JR/MD School Education (3 cr.) Designed to provide an overview of the basic theories underlying the senior high/junior high/middle school in American Education as well as an examination of the subject areas, problems, trends, challenges for the future.

EDUC-W 200 Computers in Education: An Introduction (3 cr.) Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

EDUC-X 460 Books for Reading Instruction (3 cr.) Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

Graduate Courses

EDUC-A 500 Introduction to Educational Leadership (3 cr.) Online Collaborative Course. This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administration.

EDUC-A 510 School Community Relations (3 cr.) Online Collaborative Course. This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs, using community resources in instruction, and planning school-community relations programs.

EDUC-A 515 Educational Leadership: Teacher Development and Evaluation (3 cr.) Online Collaborative Course.

EDUC-A 608 Legal Perspectives on Education (3 cr.) Online Collaborative Course. This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 624 Educational Leadership: Principalship K-12 (3 cr.) Online Collaborative Course.

EDUC-A 629 Data-Informed Decision Making for School Leaders (3 cr.) Online Collaborative Course.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) Online Collaborative Course. This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course investigates the concepts and practices of effective budget management.

EDUC-A 695 Practicum in Educational Leadership (3 cr.) Online Collaborative Course.

EDUC-E 514 Workshop in Language Arts (1-6 cr.)
P: Admission to the Transition to Teaching program.
Means for improving the teaching of language arts in the elementary school.

EDUC-E 524 Workshop in Early Childhood Education (arr. cr.) Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

EDUC-E 534 Inquiry in Math and Science (2-3 cr.) Students must be admitted to the Elementary Transition to Teaching Program. This course will focus on developing teaching competencies in science and math instructional methodologies. Science methods will foster students' scientific literacy and develop the evidence-based science instruction approaches. Math methods will emphasize teaching math through problem-solving strategies.

EDUC-E 535 Elementary School Curriculum (3 cr.) Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.) Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) For experienced teachers. Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) For

experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.) Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

EDUC-E 553 The Teacher and Elementary School Organization (3 cr.) The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

EDUC-G 504 Counseling Theory and Techniques II: Behavior and Family Systems (3 cr.) Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of processes, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

EDUC-H 520 Education and Social Issues (3 cr.) P: Graduate Standing. Identification and analysis of major problems set for education by the pluralistic culture of American society.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction; and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 501 Strategies for Teaching, Learning, and Curriculum (3 cr.) This course is required for the collaborative MS in Teaching, Learning, and Curriculum. Participants learn about research-based principles of learning and use them to design, deliver, and adapt instruction and curriculum for individuals with diverse learning needs. Will focus on the interplay between teaching, learning and curriculum for applications across dynamic community contexts.

EDUC-J 630 Curriculum Theory and Practice (3 cr.) Explores fundamental dimensions of curriculum theory, such as: the social construction of knowledge, curriculum as cultural mindset, political reality, and scholarly discourse. Examines varied ideological orientations to curriculum studies. Introduces basic concepts of curriculum design and provides opportunities for curriculum development.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

EDUC-K 510 Assistive Technology in Special Education (3 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.) Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in such academic areas as reading and mathematics.

EDUC-K 548 Families, School and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 553 Classroom Management (3 cr.) Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 563 Diagnosis and Remediation of Learning Disabilities (3 cr.) This course is designed to promote understanding of what constitutes a learning disability, how classroom teachers can accommodate, adapt and modify assignments to meet the needs of students with special needs, and what the presence of a learning disability means for identified students, their families, and their teachers. Causes of learning disabilities, the development of students with learning disabilities, assessment of learning disabilities, and planning appropriate instruction and behavior interventions for students with learning disabilities will be addressed.

EDUC-K 565 Collaboration & Service Delivery (3 cr.) Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and between the various expressions of language. Always includes topics on pragmatics, semantics, grammar and dialect.

EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 539 Language Foundations for ESL/EFL Teachers (1-3 cr.) Focus on identification of systematic aspects of English that could challenge English Language Learners at different proficiency levels of language acquisition. Students engage in the discussion and development of modification approaches that address language needs in content classes with attention to socio-cultural aspects of language use and language learning experiences of diverse students.

EDUC-L 540 ESL/EFL Instruction and Assessment Approaches (1-3 cr.) The course provides an overview of various approaches to instruction and assessment that incorporate the current thinking in the field. Includes discussion of content-based models of language instruction and standardized, alternative, and authentic forms of assessment.

EDUC-M 501 Laboratory/Field Experience (1-6 cr.)
P: Twelve hours of ENL coursework prior to taking this course. A laboratory field experience in education for graduate students.

EDUC-M 550 Practicum: (variable title) (1-8 cr.) Grade: S or F. Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting.

EDUC-P 503 Introduction to Research (3 cr.) Methods and procedures in educational research.

EDUC-P 507 Assessment in Schools (3 cr.) P: Graduate Standing. Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 570 Behavior Problems in the Public Schools (3 cr.) For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

EDUC-P 604 Roles and Functions of the School Psychologist (3 cr.) P: Admission to a school psychology graduate program. This course is intended as an overview of the major roles and functions of the practice of the profession of school psychology.

EDUC-P 606 Prevention, Assessment, and Intervention in School Psychology II (1-4 cr.)
P: Students must be enrolled in the Hybrid School Psychology program and completed EDUC-P 602. Major approaches and procedures for individual assessment and intervention with students experiencing academic and behavioral difficulties. Supervised practice with curriculum-based and norm-referenced instruments and behavior rating scales. Emphasis placed on linking assessment and classroom intervention for students with disabilities and culturally-diverse populations.

EDUC-P 612 Trauma-Informed Preventive in Classrooms and Schools (3 cr.) P: Enrolled in the School Psychology Hybrid program. Trauma-informed teaching responses will be examined to increase overall wellbeing and learning of individuals in educational settings. This course will study the impact of trauma and adversity on the whole-child through a review of research and applied strategies. The effects of secondary trauma will also be explored.

EDUC-P 605 Collaboration and Consultation I (3 cr.)
P: Must be enrolled in the ED-PSY Hybrid Program. It is imperative that school psychologists learn how to identify and utilize a range of collaboration and consultation models, knowledge and skills in understanding parent, teacher, and student needs, and effective interpersonal communication skills, including conflict resolution skills. Students will learn different theories and how to build rapport to problem-solve.

EDUC-P 680 Ethics and Law in School Psychology (1-3 cr.) P: Must be in the EdS Hybrid School Psychology Program. Ethical and legal issues in the provision of comprehensive school-based psychological services.

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-S 503 Secondary School Education (3 cr.) Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum, as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

EDUC-S 504 Introduction to Stem Teaching (3 cr.) An introduction to the foundational principles necessary to create a student-centered, inquiry-based learning environment. Students will identify and evaluate their preconceptions about classroom teaching and reflect on the following: Why do we teach STEM? What does quality STEM instruction look like? What are the implicit and explicit messages conveyed by the teacher?

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school and middle school

in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.) The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

EDUC-W 505 Multimedia in the Classroom (3 cr.) Intended to equip teachers and administrators with confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

EDUC-W 590 Individual Research in Computer Education (1-6 cr.) P: EDUC-Y 510 & EDTEC Core (EDUC-W 515, EDUC-W 531, and EDUC-W 550). Individual study or research for students exploring issues in educational technology. To be arranged with a technology faculty member in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily W590 will not be used for the study of material taught in a regularly scheduled course.

EDUC-X 501 Critical Reading in Content Areas (3 cr.) P: Graduate Standing Analyzes and applies to reading various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading.

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: Graduate standing. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

EDUC-X 530 Topical Workshop in Reading (3 cr.) Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with

the instructor, and student-led presentations related to proposed research projects.

EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.) P: Graduate standing. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in EDUC-Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

EDUC-J 500 Instruction in Context of Curriculum (3 cr.) Online Collaborative Course. First course for the Master's degree in Curriculum & Instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-G 504 Counseling Theory and Techniques II (3 cr.) Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

Mathematics Dual Degree Program

The Mathematics program works cooperatively with the School of Education to administer a dual degree program in Mathematics-Secondary Education. Students participating in this program will complete both a Bachelor of Science in Mathematics degree and a Bachelor of Science in Secondary Education degree. Students in this program will be certified to teach at the secondary school level with expertise in mathematics. Please see an advisor in either SCI or the School of Education for more information about this program.

Master of Science in Education, Educational Technology for Learning Online Consortium

Technology is rapidly revolutionizing society, making it imperative that educators learn to use digital tools to strengthen their teaching and improve student learning.

The IU Online Master of Science in Education (MSEd) in Educational Technology for Learning will engage you in a technology-infused curriculum that requires you to use and evaluate a wide variety of digital tools used in educational environments. As a student in the program, you will consider how you can teach differently in today's technology-enhanced environments. You will develop new technology skill sets and be able to determine which technologies to apply in order to achieve your pedagogical goals.

As the United States strives to develop a globally competitive workforce, demand is high for educators who can engage learners in 21st-century skills and mindsets. The MEd in Educational Technology for Learning curriculum connects theory to practice, preparing you to design learning experiences that promote creativity and active learning through the integration of digital tools.

Your IU Online MEd in Educational Technology for Learning prepares you for careers in the K12 sector such as:

- Technology coach or specialist
- Instructional coach
- Technology director
- Teacher with a specialty in technology integration
- Online curriculum developer

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IUPUI, IU Kokomo, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

MSEd Requirements

To earn the degree students will complete twelve courses for 36 overall credit hours. The required courses fall into the following four categories:

Requirements are broken down as follows:

I. Foundations coursework - three courses (9 cr.)

1. Instruction in the Curriculum

- EDUC-J 500 Instruction in the Context of the Curriculum (3 cr.)

2. Assessment

- EDUC-P 507 Assessment in Schools (3 cr.)

3. Diversity and Inclusive Teaching (complete one of the following)

- EDUC-H 520 Social Issues in Education (3 cr.)
- EDUC-J 511 Differentiated Instruction (3 cr.)
- EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)

II. Inquiry and Research - three courses (9 cr.)

- EDUC-Y 510 Research and Technology in Schools or Action Research 1 (3 cr.)
- EDUC-Y 520 Strategies for Education Inquiry (3 cr.)
- EDUC-W 590 Individual Research in Computer Education – Capstone (3 cr.)

*Students must complete Y510 and Y520 prior to registration in W590.

**Students should plan to complete W590 in their final semester of enrollment.

III. Technology in Education Core - four courses (12 cr.)

- EDUC-W 515 Technology Leadership and Professional Development (3 cr.)
- EDUC-W 520 Planning for Technology Infrastructure (3 cr.)
- EDUC-W 531 Technology for Teaching and Learning (3 cr.)
- EDUC-W 540 Technology-Infused Curriculum (3 cr.)

IV. Education Technology Electives - two courses (6 cr.)

- EDUC-K 510 Assistive Techniques in Special Education (3 cr.)
- EDUC-R 505 Workshop In Instructional Systems Technology; VT: Computer-Based Teaching (3 cr.)
- EDUC-R 547 Computer-Mediated Learning (3 cr.)
- EDUC-W 505 Professional Development Conference—Specific Topics (3 cr.) Check with your advisor
- EDUC-W 550 Current Technology Trends – Specific Topics (3 cr.) Check with your advisor

School of Humanities and Social Sciences

Dean: Christopher Darr

Chair: Communication & Performing Arts: Erin Doss

Chair: Criminal Justice & Homeland Security: Beau Shine

Chair: English & Language Studies: Eva White

Chair: History, Philosophy, & Political Science:

Andrew McFarland

Chair: New Media, Art, & Technology: Gregory Steel

Chair: Psychology: Kathryn Holcomb

Chair: Sociology: Stephanie Medley-Rath

Professors: Kelly Brown, Mark Canada, Paul Cook, Christopher Darr, Christina Downey, Susan Sciame-Giesecke, Gregory Steel, Niki Weller, Eva White

Associate Professors: Kevin Clark, Erin Doss, Minda Douglas, Sarah Heath, Kathryn Holcomb, Joseph Keener, Michael Koerner, Andrew McFarland, Stephanie Medley-Rath, Donna McLean, Beau Shine, Peter Sposato

Assistant Professors: Nicholas Baxter, Jim Coby, Christopher Felts, Gin Morgan, Jamie Oslawski-Lopez, Aaron Pickens, Andy Tuholski

Clinical Associate Professor: Rosalyn Davis

Clinical Assistant Professor: Joseph Waters

Teaching Professor: Joann Kaiser, JR Pico-Argel, Karla Stouse

Senior Lecturers: Scott Blackwell, Kelly Fisher, Wendy Grice, Christine Taff, Michelle Westervelt

Lecturers: Lori Bruns

Mission

The mission of the School of Humanities and Social Sciences is to improve well-being through our teaching, research, and service. Through our innovative educational programs, we help people to become enlightened, successful citizens prepared for meaningful lives, community engagement, and fulfilling careers in the 21st century. Through teaching, research, and service we increase our understanding of the world and improve the lives of those within it.

Vision

The Indiana University Kokomo School of Humanities and Social Sciences strives to offer degree programs recognized for their outstanding quality, unique opportunities, and personal relationships among faculty and students. We prepare students to be versatile, lifelong learners able to make positive changes in their lives and within their communities.

Courses in the School of Humanities and Social Sciences can be taken in seven undergraduate departments. Course descriptions and specific degree requirements for

each department follow after a general discussion of the basic school curriculum and degree requirements.

The Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees are four-year undergraduate degrees. Students may complete all requirements and be awarded these degrees at Indiana University Kokomo. Comparable to the traditional arts and sciences degrees awarded by other colleges and universities, IU Kokomo offers

Bachelor of Arts degrees in:

- Communication
- English
- Humanities
- History/Political Science
- New Media, Art, & Technology
- Psychology
- Sociology

The unique nature and flexibility of these programs enable students to be generalists, capable of dealing with the complexities of modern society, and to focus their studies in a particular field of interest, thus preparing themselves for a specific career or graduate school objective.

The Bachelor of Science degrees offered by the school feature a deeper, more focused approach to their chosen discipline with less study in general areas. The School offers

Bachelor of Science degrees in:

- Communication
- Criminal Justice
- History/Political Science
- Psychology - general
- Psychology - psychological
- Psychology - TSAP
- Sociology

The School also offers:

- Bachelor of Fine Arts degree in New Media, Art, & Technology
- Postbaccalaureate certificate in New Media, Art, & Technology.

Master of Arts degree

- Mental Health Counseling

Minors:

- Art History
- Communication
- Creative Writing
- Criminal justice
- Digital Forensics
- Disaster Management
- Film studies
- Forensic Investigation
- History
- Homeland Security and Emergency Management
- International studies
- Music
- New Media, Art, and Technology
- Philosophy
- Political science
- Pre-law
- Private Security

- Professional Writing
- Psychology
- Social Justice and Community Engagement
- Sociology
- Spanish
- Studio art
- Theater

IU Regional Online Collaborative Bachelor Degree:

- Bachelor of Arts in History
- Bachelor of Science in Spanish

IU Regional Online Collaborative Master Degrees:

- Master of Arts in English
- Master of Arts in History
- Master of Liberal Studies
- Master of Arts in Political Science

IU Regional Online Collaborative Graduate Certificates

- Grad Certificate in Communication Studies
- Grad Certificate in Composition Studies
- Grad Certificate in History
- Grad Certificate in Language and Literature
- Grad Certificate in Literature
- Grad Certificate in Political Science
- Grad Certificate in Spanish

Students can complete minors from other schools at IU Kokomo. Please consult an advisor for additional information about all of the minors available at Indiana University Kokomo.

A humanities and social sciences student may complete all of the pre-professional requirements for entry into law school in the process of earning a Bachelor degree at IU Kokomo. Popular degrees that prepare a student for law school include Communication, Criminal Justice, English, and History/Political Science. The American Bar Association offers guidelines for prospective students concerning necessary areas of preparation. Both the departments of English and History/Political Science offer pre-law concentrations and minors for interested students. (See a faculty advisor for details.)

School of Humanities and Social Sciences students who intend to continue onto graduate school can receive a solid foundation in a variety of fields, including communication, criminal justice, English, fine arts, new media, art, & technology, political science, psychology, and sociology. Students may prepare for careers in business, industry, and government service by concentrating in the humanities and social sciences and by supplementing their concentration with up to 15 credit hours of course work in business, education, or engineering technology.

Additional Information

- Degree Requirements for Bachelor of Arts Degrees
- Degree Requirements for Bachelor of Science Degrees
- Department of Communication and Performing Arts
- Department of Criminal Justice and Homeland Security
- Department of English and Language Studies
- Department of History, Political Science, and Philosophy

- Department of New Media, Art, and Technology
- Department of Psychology
- Department of Sociology
- School of Humanities and Social Sciences Interdisciplinary Minors

Courses

- Undergraduate Courses

Degree Requirements for Bachelor of Arts Degrees

Students completing a BA degree from the School of Humanities and Social Sciences or the School of Sciences must fulfill all the requirements of the campus-wide General Education program (here). In addition, they must complete these three additional requirements.

1. Foreign Language Proficiency: Students must demonstrate proficiency in a foreign language in one of three ways.
 1. Completion (grade of C or better) of the first semester of the second year of a language sequence (e.g., SPAN-S 203).
 2. Demonstrate proficiency in a foreign language through standardized testing. Students should contact the Department of English and Language Studies for a full list of testing options and required scores.
 3. Completion (grade of C or better) of the second semester of the first year of a language sequence **AND** participation in an approved study abroad program. Students should contact the Department of English and Language Studies for a full list of approved study abroad programs.
2. Historical Perspectives: Students must complete (grade of C or better) one of the following courses:
 - HIST-A 307 United States Cultural History
 - HIST-B 361 Europe in the Twentieth Century I
 - HIST-H 106 American History II
 - HIST-H 114 History of Western Civilization II

Students who take HIST-H 106 or HIST-H 114 for the campus-wide General Education program must take a different course from the list above to complete this requirement.

3. Interdisciplinary BA Seminar: Students must complete (grade C or better) one Interdisciplinary BA Seminar, either SSCI-S 410 or HSS-S 410. These courses will vary in theme or topic, but all will meet the following learning outcomes:
 - Integrate diverse fields of knowledge upon analyzing local, national, and/or global issues.
 - Work collaboratively to develop effective, interdisciplinary approaches to addressing enduring problems.

Bachelor of Science Degrees

General requirements for the Bachelor of Science degrees are listed below.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
3. A student must complete a total of 30 credit hours in 300–400-level courses.
4. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
5. Major - at least 40 credit hours. See requirements for specific degree programs.
6. The campus General Education requirements.

Communication and Performing Arts

Professor: Christopher Darr

Associate Professors: Erin Doss, Donna McLean

Senior Lecturers: Wendy Grice, Joann Kaiser

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Communication
- Bachelor of Science in Communication
- Bachelor of Arts in Humanities

Minors

- Communication Minor
- Theatre Minor
- Music Minor

IU Regional Online Collaborative Graduate Certificate

- Graduate Certificate in Communication

Courses

Undergraduate Courses

Graduate Courses

Bachelor of Arts in Communication

The Bachelor of Arts in Communication is appropriate for students seeking employment in various fields, including public communication, public relations, journalism, and other fields that require writing, research, and presentational proficiency. Other careers include integrated marketing communications, corporate and public sector consulting, speech writing, publicity, community relations, public affairs, government, public and social service, news reporting, radio, sports marketing, media relations, editing or writing for various media, business and industrial communication. The B.S. is also appropriate for those students seeking to enter a graduate program in communication.

The Bachelor of Arts in Communication prepares individuals for the communication demands of social and professional life through a broad-based liberal arts program studying the nature, processes, and effects of messages. The degree also prepares students to communicate in varied channels and contexts of contemporary communication, analyze communication messages of multiple forms and styles, communicate ethically, and employ the theory and methods of the field while appreciating the history and content of the discipline.

The Bachelor of Arts differs from the Bachelor of Science by incorporating a broader focus in the liberal arts and by providing more freedom in course selection. The degree consists of 42 hours of coursework.

General Requirements

- Students must complete the School of Humanities and Social Sciences Bachelor of Arts Degree Requirements and all Indiana University Kokomo graduation requirements.
- A minor is not required but is strongly encouraged.
- All courses require a C- or higher to count toward the major.

Part 1: Core (15 credit hours)

The core of the Communication curriculum grounds graduates in the theoretical and applied nature of the discipline. All Communication majors must complete each of the following courses:

- SPCH-C 315 Internship (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-C 480 Communication Theory (3 cr.)
- SPCH-S 304 Research, Data Analysis & Visual Storytelling (3 cr.)
- SPCH-S 400 Senior Seminar (3 cr.)

Part 2: Concentration (15 credit hours)

The second component of the B.A. in Communication is the concentration. These concentrations build on the core and experiential components of the degree by providing students with a focused area of study. Students must complete each course in the chosen concentration, and will choose from the following:

1. **Strategic Communication:** The Strategic Communication concentration prepares students to manage communication resources for both profit and non-profit organizations. Coursework prepares students to enhance a corporation's image, and influence relevant attitudes and opinions. Grounded in communication theory, students will enhance their writing and planning skills and learn a variety of communication formats and media techniques for relating to diverse publics.
 - SPCH-C 255 Social Media Strategies (3 cr.)
 - SPCH-C 382 Public Relations & Social Media Campaigns (3 cr.)
 - SPCH-S 120 Intro to Strategic Communication (3 cr.)
 - SPCH-S 215 Media Writing (3 cr.)
 - SPCH-S 309 Multimedia Storytelling (3 cr.)
2. **Professional Communication and Leadership:** The Professional Communication and Leadership concentration develops students' teamwork, leadership, and interpersonal communication skills to prepare them for careers in business, government, marketing, sales, advertising, speech writing, and other careers in which oral and written communication skills are essential.
 - SPCH-C 325 Interviewing (3 cr.)
 - SPCH-S 122 Interpersonal Communication (3 cr.)

- SPCH-S 223 Business & Professional Communication (3 cr.)
- SPCH S 308 Leadership and Teamwork (3 cr.)
- SPCH-S 395 Communication and Conflict (3 cr.)

Part 3: Electives (12 credit hours)

For the final component of the degree, students must complete 12 hours of elective courses. Electives include:

- SPCH-S 336 Current Topics (3 cr.)
- Any other communication course NOT in the students' chosen concentrate

Bachelor of Science in Communication

The Bachelor of Science in Communication is appropriate for students seeking employment in various fields, including public communication, public relations, journalism, and other fields that require writing, research, and presentational proficiency. Other careers include integrated marketing communications, corporate and public sector consulting, speech writing, publicity, community relations, public affairs, government, public and social service, news reporting, radio, sports marketing, media relations, editing or writing for various media, business and industrial communication. The B.S. is also appropriate for those students seeking to enter a graduate program in communication.

Students who complete the Bachelor in Science Degree in Communication will have broad knowledge of communication and an in-depth understanding of various forms of writing and research within the academic discipline and related professions. They will have experience conducting and presenting research in both written and oral formats.

The Bachelor of Science differs from the Bachelor of Arts by adding more coursework in the discipline. It will also require students to take a related minor, where the B.A. does not. The degree consists of 48 hours of coursework.

General Requirements

- Students must complete the School of Humanities and Social Sciences Bachelor of Science Degree Requirements and all Indiana University Kokomo graduation requirements.
- Students must complete a related minor approved by the Communication Faculty.
- All courses require a C- or higher to count toward the major.

Part 1: Core (15 credit hours)

The core of the Communication curriculum grounds graduates in the theoretical and applied nature of the discipline. All Communication majors must complete each of the following courses:

- SPCH-C 315 Internship (3)
- SPCH-C 380 Organizational Communication (3)
- SPCH-C 480 Communication Theory (3)
- SPCH-S 304 Research, Data Analysis & Visual Storytelling (3 cr.)
- SPCH-S 400 Senior Seminar (3)

Part 2: Concentration (15 credit hours)

The second component of the B.A. in Communication is the concentration. These concentrations build on the core

and experiential components of the degree by providing students with a focused area of study. Students must complete each course in the chosen concentration, and will choose from the following:

1. **Strategic Communication:** The Strategic Communication concentration focuses prepares students to manage communication resources for both profit and nonprofit organizations. Coursework prepares students to enhance a corporation's image and reputation, monitor and resolve its issues, and influence relevant attitudes and opinions. Grounded in communication theory, students will enhance their writing and planning skills and learn a variety of communication formats and media techniques for relating to diverse publics.
 - SPCH-C 255 Social Media Strategies (3 cr.)
 - SPCH-C 382 Public Relations & Social Media Campaigns (3 cr.)
 - SPCH-S 120 Intro to Strategic Communication (3 cr.)
 - SPCH-S 215 Media Writing (3 cr.)
 - SPCH-S 309 Multimedia Storytelling (3 cr.)
2. **Professional Communication and Leadership** The Professional Communication and Leadership concentration develops students' teamwork, leadership, and interpersonal communication skills to prepare them for careers in business, government, marketing, sales, advertising, speech writing, and other careers in which oral and written communication skills are essential.
 - SPCH-C 325 Interviewing (3 cr.)
 - SPCH-S 122 Interpersonal Communication (3 cr.)
 - SPCH-S 223 Business & Professional Communication (3 cr.)
 - SPCH S 308 Leadership and Teamwork (3 cr.)
 - SPCH-S 395 Communication and Conflict (3 cr.)

Part 3: Electives (18 credit hours)

For the final component of the degree, students must complete 12 hours of elective courses. Electives include:

- SPCH-S 336 Current Topics (3 cr.)
- Any other communication course NOT in the students' chosen concentration

Bachelor of Arts in Humanities

The Bachelor of Arts in Humanities is an interdisciplinary degree in humanities for students who are interested in philosophy, foreign language, art, theater, music, English, and/or communication arts, as well as the ways in which these disciplines are related to one another. The degree is flexible and can be tailored to each student's needs, and they will select courses with the continuing assistance of the Humanities Program Coordinator.

The Humanities Major fulfills the campus mission by allowing students to pursue a BA in one or more subjects and explore the relationships between various areas of study in the humanities. The degree prepares students to develop analytical and expressive skills to use in any

number of careers, and for potential graduate study in a variety of disciplines.

Objectives

By the end of their program, students will be able to:

- identify and explain a variety of methods and subject areas within the humanities;
- demonstrate an appreciation of what is shared by humanities subjects, in particular the ways "texts," broadly construed, are studied in more than one humanities subject;
- devise a personal program in the humanities tailored to their specific needs;
- acquire and improve skills required in a variety of professions, including writing, presenting, performing, problem-solving, and critical thinking.

Requirements

1. Students must complete the Indiana University Kokomo general education requirements (30 cr.).
2. Students must complete the Indiana University Kokomo Bachelor of Arts requirements (17 cr.).
3. Students must complete all other Indiana University Kokomo graduation requirements.
4. A minor is strongly encouraged, but not required.
5. All courses require a C- or higher to count toward the major.

(6 cr.)

Students will take the following two courses:

- HUMA-U 201 Interdisciplinary Seminar in the Humanities (3 cr.)
- HUMA-U 401 Senior Seminar in Humanities (3 cr.)

(30-32 cr.)

The final component of the B.A. in Humanities is the concentration, which provides students with a focused area of study. Students will choose from four options.

1. Perspectives (30 cr.). This concentration features a focus on critical thinking, writing, and communication skills, and also gives students broad latitude in studying a variety of courses in communication, English, and philosophy. Students may petition the Humanities Program Coordinator to have alternative courses accepted in either of these categories, such as special topic and variable topic courses.

1. **Foundational Skills.** Students must take one SPCH, one ENG, and one PHIL course from the following list for a total of 9 cr.
 - ENG-W 206 Introduction to Creative Writing (3 cr.)
 - ENG-W 231 Professional Writing Skills (3 cr.)
 - ENG-W 270 Argumentative Writing (3 cr.)
 - ENG-W 350 Advanced Expository Writing (3 cr.)
 - PHIL-P 100 Introduction to Philosophy (3 cr.)
 - PHIL-P 105 Critical Thinking (3 cr.)
 - PHIL-P 150 Elementary Logic (3 cr.)
 - SPCH-S 228 Argumentation and Debate (3 cr.)
 - SPCH-C 325 Interviewing (3 cr.)
 - SPCH-S 353 Advanced Public Speaking (3 cr.)

- SPCH-S xxx Media Writing (to be created) (3 cr.)
2. Perspectives in Humanities Electives. The remaining 21 cr. must be approved by the Humanities Program Coordinator, who maintains a more comprehensive list of appropriate courses. *Students must choose from the following subject areas. At least one course must come from each of these.
 - ENG (Literature and writing)
 - PHIL (Philosophy)
 - SPCH/COMM/JOUR (speech, communication, and journalism)
 - HIST (History)
 - Other humanities-related course can be accepted with permission of the Humanities Program Coordinator
 3. Students may petition the Humanities Program Coordinator to have alternative courses accepted in either of these categories, such as special topic and variable topic courses.
2. (32 cr.). This concentration allows students to study ways in which race and gender are central to the understanding of communities and individuals. Courses explore topics like gender and communication, Hispanic culture, philosophy in Asia, and the music of eastern and western societies. Students must take courses from the following categories:
1. Language. All of the following (14 cr.):
 - SPAN-S 111 Elementary Spanish 1 (4 cr.)
 - SPAN-S 112 Elementary Spanish 2 (4 cr.)
 - SPAN-S 203 Second Year Spanish 1 (3 cr.)
 - SPAN-S 204 Second Year Spanish 2 (3 cr.)
 - Students may be able to substitute other foreign language courses with permission of the Humanities Program Coordinator.
 2. Gender. 9 cr. from among the following:
 - ENG-L 207 Women and Literature (3 cr.)
 - ENG-L 249 Representations of Gender and Sexuality (3 cr.)
 - ENG-L 378 Studies in Women and Literature (3 cr.)
 - ENG-L 389 Feminist Literary and Cultural Criticism (3 cr.)
 - HIST-A 307 U.S. Cultural History (3 cr.)
 - LSTU-L 385 Class, Race, Gender & Work (3 cr.)
 - NMAT-H 358 Fierce Women and Political Art (3 cr.)
 - PHIL-P 103 Gender, Sexuality and Race (3 cr.)
 - PHIL-P 332 Feminism and Value (3 cr.)
 - SPCH-S 450 Gender and Communication (3 cr.)
 3. Ethnic Studies Electives. 9 cr. from among the following (no more than two courses may have the same prefix):
 - CMLT-C 297 Film Genres (3 cr.)
 - ENG-L 223 Introduction to Ethnic American Literature (3 cr.)
 - ENG-L 224 Introduction to World Literatures in English (3 cr.)
- ENG-L 225 Introduction to World Masterpieces(3 cr.)
 - ENG-L 240 Literature and Public Life (3 cr.)
 - ENG-L 364 Native American Literature (3 cr.)
 - ENG-L 374 Ethnic American Literature (3 cr.)
 - ENG-L 396 Studies in African American Literature and Culture (3 cr.)
 - FOLK-F 101 Introduction to Folklore (3 cr.)
 - HIST-A 382 The Sixties (3 cr.)
 - HIST-H 421 Topics: Asia, Africa, Latin America (3 c.)
 - HSS-I 100 Introduction to International Studies (3 cr.)
 - MUS-Z 281 East-West Encounters in Music (3 cr.)
 - MUS-Z 393 History of Jazz (3 cr.)
 - MUS-Z 413 Latin American and Latino Popular Music (3 cr.)
 - PHIL-P 328 Philosophies of India (3 cr.)
 - PHIL-P 374 Early Chinese Philosophy (3 cr.)
 - SPAN-S 275 Hispanic Culture and Conversation (3 cr.)
 - SPCH-S 427 Cross Cultural Communication (3 cr.)
4. Students may petition the Humanities Program Coordinator to have alternative courses accepted in these categories, such as special topic and variable topic courses.
 - Travel courses or study abroad courses are particularly encouraged.
3. (31 cr.). The Performing Arts: Music concentration is appropriate for students who wish to study music with an emphasis on performance. Courses counted towards the concentration must be taken for a letter grade. At least 15 hours must be taken at the 300 level or higher. Students are expected to take lessons on their instrument every semester.
1. Core (12 hours)
 - One of the following, depending on proficiency as determined by the Director of Music:
 - MUS-Z 111 Introduction to Music Theory (3 cr.)
 - MUS-T 113 Music Theory I (3 cr.)
 - MUS-T 114 Music Theory II (3 cr.)
 - MUS-M 403 Music History I (3 cr.)
 - THTR-T 100 Introduction to Theatre (3 cr.)
 - THTR-T 120 Acting I (3 cr.)
 2. Music performance: 18 hours total that meet the following requirements.
 1. At least 4 semesters of applied lessons at the 300 level or higher from the following:
 - MUS-B 320 Trumpet (2 cr.)
 - MUS-B 340 Low Brass (2 cr.)
 - MUS-D 300 Percussion Undergrad (2 cr.)
 - MUS-L 300 Guitar Undergrad (2 cr.)
 - MUS-P 300 Piano Undergrad (2 cr.)
 - MUS-S 315 Violin (2-6 cr.)
 - MUS-S 335 Cello (2-6 cr.)
 - MUS-V 300 Undergrad Voice (2 cr.)

- MUS-W 310 Flute / Piccolo (1-2 cr.)
 - MUS-W 350 Saxophone (2-4 cr.)
 - Students may see the Director of Music regarding lessons on other instruments.
2. At least 4 semesters of performance ensemble from the following:
- MUS-X 40 Flute Choir (3 cr.)
 - MUS-X 40 Concert Band / Orchestra (1 cr.)
 - MUS-X 70 Cougar Choir (1 cr.)
3. The remainder of the 18 total hours from the following:
- HUMA-U 102 Introduction to Humanities: The Live Performance (3 cr.)
 - MUS-E 394 Vocal Pedagogy (3 cr.)
 - MUS-G 361 Elementary Conducting Techniques (3 cr.)
 - MUS-G 371 Choral Conducting (2 cr.)
 - MUS-L 101 Guitar Class (3 cr.)
 - MUS-R 472 Vocal Performance Workshop (may repeat) (3 cr.)
 - MUS-T 114 Music Theory II (3 cr.)
 - MUS-T 115 Sightsinging and Aural Perception (3 cr.)
 - MUS-U 121 Fundamentals of Diction for Singers (2 cr.)
 - MUS-Z 281 East West Encounters in Music (3 cr.)
 - MUS-Z 320 Advanced Special Topics in Music for non-majors (3 cr.)
3. MUS-U 320 Music Capstone (1 cr.)
1. Note: the music capstone is *in addition to* HUMA-U 401 Senior Seminar in Humanities.
4. (31 cr.). The Performing Arts: Theatre concentration is appropriate for students who wish to study theatre with an emphasis on performance. Courses counted towards the concentration must be taken for a letter grade. At least 15 hours must be taken at the 300 level or higher.
1. Core (12 hours)
- One of the following, depending on proficiency as determined by the Director of Music:
 - MUS-Z 111 Introduction to Music Theory (3 cr.)
 - MUS-T 113 Music Theory I (3 cr.)
 - MUS-T 114 Music Theory II (3 cr.)
 - MUS-M 403 Music History I (3 cr.)
 - THTR-T 100 Introduction to Theatre (3 cr.)
 - THTR-T 120 Acting I (3 cr.)
2. Theatre performance: 18 hours total that meet the following requirements.
- All of the following:
 - THTR-T 220 Acting II (3 cr.)
 - THTR-T 222 Voice for the Actor (3 cr.)
 - THTR-T 349 Practicum (3 cr.)
 - Three of the following:
 - THTR-T 115 Oral Interpretation (3 cr.)
 - THTR-T 311 Introduction to Movement for the Theatre (3 cr.)
 - THTR-T 340 Directing I (3 cr.)
 - THTR-T 345 Theatre for Children (3 cr.)
 - THTR-T 400 Arts Management (3 cr.)
 - HUMA-U 102 Introduction to Humanities: The Live Performance (3 cr.)
5. (30 cr.). In this multidisciplinary concentration, students will work with the Humanities Program Coordinator to create a specialized concentration around a specific theme. Themes must incorporate multiple disciplines, such as literature, language, philosophy, communication, music, and so on. No more than three courses may come from classes with the same prefix (ENG, SPCH, etc.). At least 15 of the 30 hours must come from classes within the existing humanities courses required in the other three concentrations, or other humanities courses that are approved by the Humanities Program Coordinator. Themes might include courses from other academic areas, such as the social sciences, biological and physical sciences, or others. Examples might include philosophy and literature, innovation and creativity, sustainability and cultural studies, literature, and psychology.
- *List of approved courses for Perspectives in Humanities Electives category (1.b.). These courses apply ONLY to the electives category in the Perspectives in Humanities concentration—These do NOT apply to the electives category in the Ethnic Studies concentration.
- COMM-C 394 Communication and Conflict (3 cr.)
 - ENG-E 301, 302, 303, or 304 Literatures in English (3 cr.)
 - ENG-G 208 World Englishes (3 cr.)
 - ENG-L 208 Topics in English and American Literature and Culture (3 cr.)
 - ENG-L 210 Studies in Popular Literature and Mass Media (3 cr.)
 - ENG-L 335 Victorian Literature (3 cr.)
 - ENG-L 354 American Literature Since 1914 (3 cr.)
 - ENG-L 365 Modern Drama: Continental (3 cr.)
 - ENG-L 373 Interdisciplinary Approaches to English and American Literature (3 cr.)
 - ENG-L 381 Recent Writing (3 cr.)
 - ENG-L 384 Studies in American Culture (3 cr.)
 - ENG-L 395 British and American Film Studies (3 cr.)
 - ENG-W 260 Film Criticism (3 cr.)
 - ENG-W 280 Literary Editing and Publishing (3 cr.)
 - ENG-W 301 Writing Fiction (3 cr.)
 - ENG-W 302 Screenwriting (3 cr.)
 - ENG-W 303 Writing Poetry (3 cr.)
 - ENG-W 311 Writing Creative Nonfiction (3 cr.)
 - ENG-W 413 Advanced Creative Nonfiction Writing (3 cr.)
 - HIST-A 315 United States Since World War Two (3 cr.)

- HIST-A 375 Crime and Punishment in American History (3 cr.)
- HIST-A 382 The Sixties (3 cr.)
- HIST-B 346 The Crusades and Religious Violence in Medieval European History
- HIST-B 351 Barbarian Europe, ca. 200-1100 (3 cr.)
- HIST-B 352 Western Europe in the High and Later Middle Ages (3 cr.)
- HIST-B 353 The Renaissance (3 cr.)
- HIST-B 361 Europe in the Twentieth Century I (3 cr.)
- HIST-C 388 Roman History (3 cr.)
- HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.)
- HIST-G 405 Global History of Modern Sport (3 cr.)
- HSS-I 100 International Studies (3 cr.)
- JOUR-C 200 Introduction to Mass Communication (3 cr.)
- JOUR-J 200 Reporting, Writing, & Editing I (3 cr.)
- JOUR-J 201 Reporting, Writing, & Editing II (3 cr.)
- PHIL-P 107 Philosophy and the Environment (3 cr.)
- PHIL-P 140 Elementary Ethics (3 cr.)
- PHIL-P 145 Liberty and Justice: A Philosophical Introduction (3 cr.)
- PHIL-P 240 Business and Morality - Ethics in Context (3 cr.)
- PHIL-P 242 Applied Ethics (3 cr.)
- PHIL-P 328 Philosophies of India (3 cr.)
- PHIL-P 330 Marxist Philosophy (3 cr.)
- PHIL-P 342 Problems in Ethics (3 cr.)
- PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
- PHIL-P 374 Early Chinese Philosophy (3 cr.)
- PHIL-P 375 Philosophy of Law (3 cr.)
- PHIL-P 376 Leadership and Philosophy (3 cr.)
- PHIL-P 383 Topics in Philosophy (3 cr.)
- PHIL-P 393 Biomedical Ethics (3 cr.)
- SPAN-S 360 Introduction to Hispanic and Latin American Literature (3 cr.)
- SPCH-C 321 Persuasion (3 cr.)
- SPCH-C 382 Social Media Campaigns (3 cr.)
- SPCH-C 391 Public Relations Campaigns (3 cr.)
- SPCH-C 427 Cross-Cultural Communication (3 cr.)
- SPCH-C 444 Political Communication (3 cr.)
- SPCH-S 302 Rhetoric and Society (3 cr.)

Minors in Communication and Performing Arts

Students may complete minors in the areas listed below.

Communication Minor

The minor consists of 15 credit hours and students must receive a C- or better in all courses. If students would like to petition to have a communication course not listed above included as part of their minor, they should contact the Communication faculty directly.

Required Courses (3 credit hours)

- SPCH-C 480 Communication Theory (3 cr.)

Electives (12 credit hours)

In addition to the required courses, students may select any 12 credits from the following course options (at least 6 of these 12 credits must be at or above the 300-level).

- SPCH-C 255 Social Media Strategies (3 cr.)
- SPCH-C 325 Interviewing (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-C 382 Public Relations and Social Media Campaigns (3 cr.)
- SPCH-S 120 Intro to Strategic Communications (3 cr.)
- SPCH-S 122 Interpersonal Communication (3 cr.)
- SPCH-S 215 Media Writing (3 cr.)
- SPCH-S 223 Business and Professional Communication (3 cr.)
- SPCH-S 304 Research, Data Analysis & Visual Storytelling (3 cr.)
- SPCH-S 308 Leadership and Teamwork (3 cr.)
- SPCH-S 309 Multimedia Storytelling (3 cr.)
- SPCH-S336 Current Topics (3 cr.)
- SPCH-S 395 Communication and Conflict (3 cr.)

Professional Communication & Leadership Minor

The minor consists of 15 credit hours and students must receive a C- or better in all courses.

Required Courses (6 credit hours)

- SPCH-S 122 Interpersonal Communication (3)
- SPCH-C 380 Organizational Communication (3)

Electives (9 credit hours)

In addition to the required courses, students may select any 9 credits from the following course options.

- SPCH-C 325 Interviewing (3 cr.)
- SPCH-C 480 Communication Theory (3)
- SPCH-S 223 Business and Professional Communication (3 cr.)
- SPCH-S 304 Research, Data Analysis & Visual Storytelling (3 cr.)
- SPCH-S 308 Leadership and Teamwork (3 cr.)
- SPCH-S 336 Current Topics
- SPCH-S 395 Communication and Conflict (3 cr.)

Strategic Communication Minor

The minor consists of 15 credit hours and students must receive a C- or better in all courses.

Required Courses (6 credit hours)

- SPCH-S 120 Intro to Strategic Communication (3 cr.)
- SPCH-S 215 Media Writing (3 cr.)

Electives (9 credit hours)

In addition to the required courses, students may select any 9 credits from the following course options.

- SPCH-C 255 Social Media Strategies (3)
- SPCH-C 325 Interviewing (3 cr.)
- SPCH-C 380 Organizational Communication (3)
- SPCH-C 382 Public Relations & Social Media Campaigns (3)
- SPCH-C 480 Communication Theory (3)
- SPCH-S 304 Research, Data Analysis & Visual Storytelling (3 cr.)

- SPCH-S 309 Multimedia Storytelling (3 cr.)
- SPCH-S 336 Current Topics

Music Minor

The music minor allows students to pursue an interest in music as an enhancement to other degrees, leading students through a sequence of courses exploring the scope of music in introductory and upper-level courses and culminating in a capstone experience highlighting the student's achievements. The minor consists of 16 credit hours and students must receive a C- or better in all courses.

Core Courses (6 cr.)

- Music Theory/Ear Training (3 cr.)
 - MUS-T 113 Music Theory I (3 cr.) **OR**
 - MUS-Z 111 Intro. to Music Theory (3 cr.)
- Music History (3 cr.)
 - MUS-M 201 Literature of Music I (3 cr.)

Applied Music (4 cr.)

Students select 4 credits from among the following:

- MUS-B 320 Trumpet (2 cr.)
- MUS-B 340 Euphonium (1-4 cr.)
- MUS-D 300 Percussion (2 cr.)
- MUS-L 101 Beginning Guitar Class (2 cr.)
- MUS-L 300 Guitar (2 cr.)
- MUS-P 100 Piano (2 cr.)
- MUS-P 300 Piano (2 cr.)
- MUS-S 315 Violin (2 cr.)
- MUS-S 335 Cello (2 cr.)
- MUS-S 345 Bass (2 cr.)
- MUS-V 100 Beginning Voice (2 cr.)
- MUS-V 300 Voice (2 cr.)
- MUS-W 110 Flute (2 cr.)
- MUS-W 350 Saxophone (2 cr.)

Ensemble Performance (2 cr.)

- MUS-X 040 Instrumental Ensemble: Band (1 cr.) (can be repeated—no limit)
 - Concert Band, Flute Choir, Orchestra **OR** Piano Ensemble P-300 (2 cr.)
- MUS-X 070 University Choral Ensemble (1 cr.) (can be repeated—no limit)

Electives from Music Offerings (3 cr.)

Students select 3 credits from among the following:

- MUS-E 394 Vocal Pedagogy (3 cr.)
- MUS-G 361 Elementary Conducting Techniques (3 cr.)
- MUS-M 393 History of Jazz (3 cr.)
- MUS-R 472 Vocal Performance Workshop II (3 cr.)
- MUS-U 121 Fundamentals of Diction for Singers (2 cr.)
- MUS-Z 103 History of American Pop (3 cr.)
- MUS-Z 201 History of Rock 'n' Roll Music (3 cr.)
- MUS-Z 265 American Country Music (3 cr.)
- MUS-Z 281 East West Encounters in Music (3 cr.)
- MUS-Z 301 History of Rock and Roll II (3 cr.)
- MUS-Z 320 Advanced Special Topics in Music (3 cr.)

- MUS-Z 373 The American Musical: Context and Development (3 cr.)
- NMAT-D 336 Sound in Context: Audio for Film, Video & Interaction (3 cr.)

Capstone (1 cr.)

This course should be taken senior year.

- MUS-U 320 Seminar: Capstone (1 cr.)

Certificate in Professional Communication Leadership

This 12-credit certificate will equip students with career-focused skills in communication and teamwork. The certificate is beneficial for students in any field and designed to develop career competencies such as critical thinking, oral and written communication, teamwork, and leadership. To complete the certificate, students take all 3 core courses and choose one elective from the list below.

Required Courses (9 credit hours)

- SPCH-S 122 Interpersonal Communication (3)
- SPCH-S 308 Leadership and Teamwork (3 cr.)
- SPCH-S 395 Communication and Conflict (3 cr.)

Electives (3 credit hours)

In addition to the required courses, students may select the last 3 credits from the following course options.

- SPCH-C 325 Interviewing (3 cr.)
- SPCH-C 380 Organizational Communication (3)
- SPCH-S 223 Business and Professional Communication (3 cr.)
- SPCH-S 304 Research, Data Analysis & Visual Storytelling (3 cr.)

Certificate in Strategic Communication

This 12-hour certificate is designed for students who want to develop skills in social media, public relations, and strategic communication. The certificate is beneficial for students in fields such as business, hospitality, and graphic design as it provides a foundation in communication strategy. To complete the certificate, students take all 3 core courses and choose one elective from the list below.

Required Courses (9 credit hours)

- SPCH-S 120 Intro to Strategic Communication (3 cr.)
- SPCH-S 215 Media Writing (3 cr.)
- SPCH-S 304 Research, Data Analysis & Visual Storytelling (3 cr.)

Electives (3 credit hours)

In addition to the required courses, students may select the last 3 credits from the following course options.

- SPCH-C 255 Social Media Strategies (3)
- SPCH-C 380 Organizational Communication (3)
- SPCH-C 382 Public Relations & Social Media Campaigns (3)
- SPCH-S 309 Multimedia Storytelling (3 cr.)

Communication and Performing Arts Courses Undergraduate

comm**Humanities**

HUMA-U 102 Introduction to Modern Humanities: The Live Performances (3 cr.) This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

HUMA-U 103 Introduction to Creative Arts (3 cr.) An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

HUMA-U 201 Interdisciplinary Seminar in the Humanities (3 cr.) The study of how societies express their values through art, literature, music, and philosophy, and the investigation of the underlying assumptions and structures that govern these modes of expression.

HUMA-U 401 Senior Seminar in Humanities (3 cr.) Capstone seminar for the summarizing and synthesizing of course work in various humanities disciplines, culminating in a significant research project or creative work.

Journalism

JOUR-C 200 Introduction to Mass Communications (3 cr.) Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

JOUR-J 200 Reporting, Writing, & Editing I (3 cr.) Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 201 Reporting, Writing, & Editing II (3 cr.) P: JOUR-J 200. Working seminar focused on the strengthening of basic journalism skills, including in-depth reporting, editing, and multimedia presentations. Creativity, cooperation and critical thinking are used to shape effective messages for diverse audiences.

JOUR-J 343 Broadcast News (3 cr.) Techniques of gathering, analyzing, and writing news and features for broadcast. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 344 Photojournalism Reporting (3 cr.) This is an intermediate photojournalism course focusing on the basics of light, camera operation, and the use of the digital darkroom. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy, and law.

Music

MUS-B 320 Trumpet (2 cr.) Individual trumpet lessons.

MUS-B 340 Euphonium (1-4 cr.) Music students with lower brass instruments as their major instruments must take a 300 level or higher level in music concentration.

MUS-D 300 Percussion (2 cr.) Individual percussion lessons for music majors.

MUS-E 394 Vocal Pedagogy (3 cr.) Principles of voice production, quality, diction, range, breathing, vocalization, dynamics, agility, and vocal hygiene as bases for an approach to vocal teaching.

MUS-G 361 Elementary Conducting Techniques (3 cr.) Beginning with simple pieces and moving into complex compositions, students will learn the basics of choral and instrumental coaching.

MUS-G 363 Instrumental Conducting (3 cr.) P: MUS-G 361. Further development of score reading and conducting techniques. Emphasis on experience conducting live instrumental ensembles.

MUS-G 371 Choral Conducting I (2 cr.) Further development of basic conducting technique with a concentration on choral concepts. Emphasis on period style elements, analytical listening, aspects of choral tone, text analysis, score preparation, rehearsal planning, vocal techniques, and other advanced problems in choral conducting. Conduct representative works from varying style periods.

MUS-J 305 Ballet (3 cr.) Daily technique classes, including pointe, for students on the Bachelor of Science in Ballet degree, teaching emphasis.

MUS-K 210 Applied Composition (Secondary) (3 cr.) Studio composition for music majors at the secondary level. Intended to teach ability to organize materials into coherent musical structures. Content dependent on student's experience.

MUS-L 100 Beginning Guitar (2 cr.) Individual guitar lessons.

MUS-L 101 Beginning Guitar Class (1-3 cr.) Classical guitar instruction in a class situation for non-music majors.

MUS-L 300 Guitar (2 cr.) Applied Music: classical guitar (studio) at the concentration level. Admission by audition.

MUS-M 174 Music for the Listener (3 cr.) How to listen to music, art of music and its materials, instrument and musical forms.

MUS-M 201 Literature of Music I (3 cr.) Survey of music from classical antiquity to 1750. Designed to develop a perspective on the evolution of music in its socio-cultural milieu, a repertoire of representative compositions, and techniques for listening analytically.

MUS-M 393 History of Jazz (3 cr.) This course is an exploration of the history of jazz with an examination of its roots, important genres and styles, historic recordings, key figures, and related materials.

MUS-M 401 History and Literature of Music I (4 cr.) History of music from beginnings of Western civilization to 1800. Style analysis, visual and aural, of representative compositions, and relationship of music to sociocultural background of each epoch.

MUS-M 403 History of Music I (3 cr.) Study of music from the beginning of western civilization to 1700. Analysis of representative compositions; relationship of music to the socio-cultural background of each epoch.

MUS-P 100 Piano (2 cr.) Individual piano lessons.

MUS-P 300 Piano (3 cr.) Individual piano lessons for music majors. Additional applied fee. Time scheduled with instructor.

MUS-R 472 Vocal Performance Workshop II (3 cr.) Open to undergraduate voice majors in the Jacobs School of Music; other students by permission of the instructor. Opera arias and ensembles, musical theater repertoire and spoken texts from theatrical works. Audition techniques, stage movement, and a staged "scenes" production performance

MUS-S 315 Violin (2 cr.) Individual violin lessons.

MUS-S 335 Cello (2 cr.) Individual cello lessons.

MUS-S 345 Bass (2 cr.) Individual bass lessons.

MUS-T 110 Rudiments of Music (3 cr.) Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

MUS-T 113 Music Theory I (3 cr.) Required for all music majors. Study of the elements of basic musicianship: intervals, scales, triads, rhythm and meter, music nomenclature, rudiments of two-part writing and diatonic harmony.

MUS-U 110 Special Topics in Music (2 cr.) Various topics from semester to semester.

MUS-U 320 Seminar (1-3 cr.) Special topics of study in Music and related subjects

MUS-V 100 Beginning Voice (2 cr.) Private voice lessons.

MUS-V 300 Voice (2 cr.) Individual voice lessons at the concentration level. Additional applied fee. Time scheduled with instructor.

MUS-W 110 Flute (2 cr.) Individual Flute/Piccolo lessons.

MUS-W 310 Flute and Piccolo (1-4 cr.) Private Flute and Piccolo lessons for music majors.

MUS-W 350 Saxophone (1-4 cr.)

MUS-X 040 Instrumental Ensemble: Band (0-2 cr.) This course may be taken for up to 8 credit hours with different topics.

MUS-X 070 University Choral Ensemble (0-3 cr.)

MUS-X 096 Performance Class (1 cr.) Student performance in plays, musicals, and/or operas.

MUS-Z 111 Introduction to Music Theory (3 cr.) A study of fundamentals of the language and notation of music: listening, music reading and writing, and the elements of music as used in a variety of genres and historical periods.

MUS-Z 201 History of Rock 'n' Roll Music (3 cr.) A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

MUS-Z 265 American Country Music (3 cr.) A listening-based survey of American country music from the 1920s

to the present. Various musical styles and contributions of country music artists. Also considered are topics such as country music and race, religion, and working-class culture.

MUS-Z 281 East-West Encounters in Music (3 cr.) Examination of interaction and communication between two cultural realms conditionally defined as East and West. In this course, East is understood as the region including countries of the Middle East and Central Asia, and West is defined as Europe and the United States. The class looks in both Eastern and Western directions and explores hybridity of styles and genres in both domains and the impact of each area on the other.

MUS-Z 373 The American Musical: Context and Development (3 cr.) The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

Speech-Communication

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

SPCH-C 255 Social Media Strategies (3 cr.) This course provides students with an introduction to the history, theory, technology, and uses of social media. Students will explore the possibilities and limitations of social media and will have hands-on experience with several forms of social media technology.

SPCH-C 315 Internship in Communication (3 cr.) Internship in communication, arranged between the student, the student's faculty mentor, and an internship supervisor. May be repeated once for credit.

SPCH-C 321 Persuasion (3 cr.) P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, principles and practice of persuasive speaking. Lecture and recitation.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

SPCH-C 380 Organizational Communication (3 cr.) The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group, and inter-organizational units.

SPCH-C 382 Public Relations & Social Media Campaigns (3 cr.) P: SPCH-C 255. Working seminar stressing the development and application of social media strategies. Students work with community organizations to design and implement a social media campaign.

SPCH-C 391 Topics Course (1-8 cr.) Current topics in use include: **Seminar** (1-3 cr.) P: consent of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours. Topics currently in use are: **Public Relations Campaigns** (1-3

cr.) This course teaches students public relations theories, methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients; **Organizational Training and Development (3 cr.)** Provides experience in the design, development, presentation, and evaluation of instructional communication training programs.

SPCH-C 393 Communication Research Methods (3 cr.)

P: ENG-W 131 This course explores major research methods used by communication scholars, including experimental research, survey research, textual analysis, and ethnography. Students learn how to interpret, evaluate and propose research.

SPCH-C 394 Research Seminar (3 cr.) Practice conducting research in the discipline of communication.

Examination of the theoretical foundations of various forms of communication research.

SPCH-C 437 Creative Dramatics (3 cr.) Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music.

SPCH-C 444 Political Communication (3 cr.)

Examination of communication in political campaigns and social movements. Campaign topics include speech-making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, feminism, and others.

SPCH-C 480 Communication Theory (3 cr.)

A critical evaluation of theories in the field of human communication. Consideration is given to theories which explain communication behavior between pairs of people, within groups, in organizations, and in societies.

SPCH-S 120 Introduction to Strategic Communication (3 cr.)

Introductory course examining the fundamental concepts of communication, organization, and strategy as well as practical applications of these concepts in business, government, politics, and culture. The course will prepare students for further study and employment in strategic communication by including professional development opportunities and practice in professional communication skills.

SPCH-S 121 Public Speaking (3 cr.) Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

SPCH-S 122 Interpersonal Communication (3 cr.)

Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

SPCH-S 201 Communicating in Public (3 cr.)

R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for, but not limited to, majors in communication-related fields.

SPCH-S 205 Introduction to Speech Communication (3 cr.)

Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings.

SPCH-S 215 Writing for Mass Media (3 cr.) Working seminar stressing the development of story ideas,

information gathering, organization, and effective presentation of material for print, web, and broadcast platforms. Students will learn the principles of journalism and public relations writing with a focus on creating a professional portfolio.

SPCH-S 223 Business and Professional Speaking (3 cr.)

P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures.

SPCH-S 228 Argumentation and Debate (3 cr.)

Reasoning, evidence and argument in public discourse. Study of forms of argument. Practice in argumentative speaking.

SPCH-S 229 Discussion and Group Methods (3 cr.)

Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

SPCH-S 233 Introduction to Public Relations (3 cr.)

A survey of the historical antecedents and contemporary practice of public relations in the U.S. Emphasis is on the nature of day-to-day tasks and the communication responsibility of public relations practitioners in a variety of professional settings.

SPCH-S 302 Rhetoric and Society (3 cr.)

Examination of sources and functions of symbolic influence in contemporary society. Emphasis will be placed on the development of skills necessary for understanding and analyzing instances of rhetoric occurring in a variety of social contexts.

SPCH-S 304 Research, Data, Analysis & Visual Storytelling (3 cr.)

Working seminar focusing on data collection, data management, and data cleaning; pulling knowledge from the data using various analysis tools; visualizing data and presenting it effectively to a variety of audiences within an organizational context.

SPCH-S 308 Leadership and Teamwork (3 cr.)

This course will concentrate on the study of leadership and helping students apply leadership and group communication skills through individual and team projects. Students will examine models of leadership, discover their own leadership traits and abilities, and examine the role of teams and group communication in society.

SPCH-S 309 Multimedia Storytelling (3 cr.)

Working seminar covering the theory and strategy behind multimedia content, as well as how to create, edit, and leverage multimedia content for strategic communication, journalism, public relations, and social media.

SPCH-S 322 Advanced Interpersonal Communication (3 cr.)

P: SPCH-S 122. Advanced consideration of communication in human relationships. Emphasis given to self-concept; perception; language; nonverbal interaction; listening; interpersonal conflict; and communication skills in family, social, and work situations.

SPCH-S 333 Public Relations (3 cr.)

Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for international and external communication. Public relations as a problem

solving process utilizing theoretical and application strategies.

SPCH-S 336 Current Topics in Communication (3 cr.)

Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 353 Advanced Public Speaking (3 cr.)

Development of a marked degree of skill preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, adaptation to audience, and felicitous style.

SPCH-S 398 Independent Study in Speech

Communication (1-6 cr.) P: junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.

SPCH-S 400 Senior Seminar in Speech (3 cr.) Study of problems and issues in rhetoric and communication. Topic varies.

SPCH-S 427 Cross-Cultural Communication (3 cr.)

A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

SPCH-S 450 Gender and Communication (3 cr.)

Examines the extent to which biological sex and gender role orientation stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumption and stereotypes regarding gender differences in communication, and analyzes how the media present, influence, and reinforce gender stereotypes.

**graduate
undergraduate
Theatre**

THTR-C 130 Introduction to Theatre (3 cr.) An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction.

THTR-D 140 Jazz Dance I (2 cr.) Beginning jazz dance techniques with emphasis on body placement, basic steps, rhythmic qualities, movement isolations, and improvisations characteristic of the jazz idiom.

THTR-T 100 Introduction to Theatre (3 cr.) Exploration of theatre as collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers, and critics.

THTR-T 115 Oral Interpretation (3 cr.) Introduction to theories, methodology, and skills: oral and visual presentation of literature for audiences.

THTR-T 120 Acting I (3 cr.) Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisation exercises.

THTR-T 149 Introductory Speech and Theatre Practicum (1-2 cr.) Introductory directed projects in speech and theatre.

THTR-T 220 Acting II (3 cr.) P: THTR-T 120 or consent of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas.

THTR-T 222 Voice for the Actor (3 cr.) Designed to develop physiological and psychological understanding of the voice as it applies specifically to the study of acting. Provides a series of exercises/techniques to free, develop, and strengthen vocal pitch, range, resonance, breath control, and articulation. Includes an introduction to the International Phonetic Alphabet and stage dialects.

THTR-T 226 Readers Theatre I (3 cr.) Exploration of theory and techniques, Practical experience materials; fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 236 Readers Theatre I (3 cr.) Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 245 Living Theatre (1-2 cr.) Attendance at eight selected productions in the community during the semester, lecture and discussion of each production, short written analyses, and term paper. No withdrawal permitted after second week of class. For 1 credit hour: attend lectures and productions. For 2 credit hours: complete course as described. May be repeated for a maximum of 4 credit hours.

THTR-T 340 Directing I: Fundamentals of Directing (3 cr.) Introduction to theories, process and skills (text analysis, working with actors, staging, and telling a story), culminating in a final project.

THTR-T 345 Theatre for Children (3 cr.) Purposes, principles, and problems of staging plays for children.

THTR-T 349 Practicum (3 cr.) Directed projects for performance, technical production, and arts management work on co-curricular productions, and other related activities.

THTR-T 405 Stage Management (3 cr.) P: THTR-T 225. Discussion, research and projects into the responsibilities, duties and roles of a theatrical stage manager. Work to include studies in script analysis for stage management, communication rehearsal and performance procedures, performance skills, and style and concept approach to theatre.

THTR-T 483 Theatre Capstone (3 cr.) Studies in special topics not ordinarily covered in other departmental courses.

Graduate Certificate in Communication - Online Collaborative

The IU Online Graduate Certificate in Communication Studies provides graduate-level instruction in communication strategies, practices, and techniques. It teaches practical communication skills needed in professional, academic, and personal contexts, such as presenting information, arguing a position, promoting a

cause, presenting information via social media, designing targeted messages, and managing relations and conflicts.

As a student in the program, you develop innovative strategies for teaching communication, employ effective and ethical communication practices, and apply critical perspectives to production and consumption of media messages.

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The Graduate Certificate in Communication Studies is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in another discipline, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Communication Studies.
- If you plan to pursue the IU Online MA in English, you may apply the 18 credit hours from the Graduate Certificate in Communication Studies toward the master's degree.

Your IU Online Graduate Certificate in Communication Studies prepares you for such careers as:

- Communication dual-credit teacher (high school)
- Communication instructor (community college)
- Communication professional in an organization or institution

This 100 percent online, consortial program is taught by IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements

To earn the Graduate Certificate in Communication Studies, you must complete 18 credit hours.

Requirements are broken down as follows:

- Communication pedagogy course (3 cr.)
- Communication in context courses (9 cr.)
- Communication in media course (3 cr.)
- Communication elective course (3 cr.)

Application Deadline

Rolling admissions. Application review will begin upon receipt of all required application materials.

To be accepted to this program, you must have:

1. A bachelor's degree
2. 3.0 GPA or above on a 4.0 scale

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

To apply to this program:

Complete an online application that includes:

1. Official transcripts
2. 250-word statement that briefly describes your background and goals for entering this degree program

1. Communication Pedagogy (3 cr.)

- CMCL-C Pedagogy in Communication and Culture (3 cr.)

2. Communication in Context - complete 3 courses from the following: (9 cr.)

- CMCL-C 500 Intro to Graduate Studies and Research (3 cr.)
- CMCL-C 550 Family Communication (3 cr.)
- CMCL-C 592 Advanced Health Communication (3 cr.)
- CMCL-C 593 Topics in Communication: approved topics (3 cr.)
- CMCL-C 594 Communication and Conflict Management in Organizations (3 cr.)
- CMCL-C 610 Identity and Difference (3 cr.)
- COMM-C 510 Health Provider-Consumer Communication (3 cr.)
- COMM-C 528 Group Communication And Organizations (3 cr.)
- COMM-C 544 Advanced Relational Communication (3 cr.)
- ENG-R 546 Rhetoric and Public Culture (3 cr.)
- JOUR-J 522 Political Communication (3 cr.)
- SPCH-S 502 Intro to Communication Theory (3 cr.)
- SPCH-S 627 Studies in Cross-Cultural Communication (3 cr.)
- SPCH-S 633 Studies in Interpersonal Communication (3 cr.)
- SPCH-S 640 Studies in Organizational Communication (3 cr.)

3. Communication in Media (3 cr.)

- CMCL-C 593 Topics in Communication: VT: Social Media and Communication (3 cr.)
- CMCL-C 602 Media, Terrorism, and Politics (3 cr.)
- CMCL-C 606 Media Criticism (3 cr.)
- CMCL-C 621 Social Media and Communication (3 cr.)
- COMM-C 530 Communication Criticism (3 cr.)
- COMM-C 531 Media Theory and Criticism (3 cr.)

4. Communication Studies Elective

- Complete an additional course selected from the courses listed above or an MLS approved alternative (3 Cr.)

Communication and Performing Arts Courses Graduate

Communication and Culture

CMCL-C 545 Communication Pedagogy (3 cr.) Online Collaborative Course. Focuses on critical, theoretical,

philosophical and strategic approaches to problems of pedagogy in communication and culture.

CMCL-C 592 Advanced Health Communication (3 cr.) Online Collaborative Course. A course designed to teach communication skills and practices related to health care, by examining health care communication theory. Topics covered range across communication levels (interpersonal, intrapersonal, group, organizational, mass media & mediated communication) within a variety of health care contexts.

CMCL-C 594 Communication and Conflict Management in Organizations (3 cr.) Online Collaborative Course. This seminar-format course examines the communication exchanges that facilitate conflict management within organizational contexts. Specific attention is focused on negotiation and mediation; however the communication of alternative means of conflict and dispute resolution are also discussed. In addition, students are introduced to methods for assessing conflict interaction in organizations.

CMCL-C 606 Media Criticism (3 cr.) Online Collaborative Course. Study of the main schools and methods of media criticism.

CMCL-C 610 Identity and Difference (3 cr.) Online Collaborative Course. Political, social, and cultural dimensions of identity and difference. Interrogates the production of marginal and dominant identities (e.g. racial, sexual, colonial) and the emergence of new forms of identification.

Communication and Theatre

COMM-C 510 Health Provider-Consumer Communication (3 cr.) Online Collaborative Course. This course is designed to teach communication skills and practices related to health care talk, by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between health care providers and patients.

COMM-C 528 Group Communication and Organizations (3 cr.) Online Collaborative Course. This seminar-format course examines the ways in which informal groups and communication networks facilitate a variety of organizational processes (i.e. socialization, diffusion of innovation). Emphasis is placed on developing theoretical understanding of informal groups in organizations as well as on methodological issues involved in studying communication networks in organizations.

COMM-C 544 Advanced Relational Communication (3 cr.) Online Collaborative Course. An introductory course in interpersonal communication. Applications of communication theory/research in such areas as relational culture and relationship development. Includes a scholarly project on a real relationship, and applications of research to areas such as pedagogy and couple/family therapy.

COMM-C 582 Advanced Intercultural Communication (3 cr.) Online Collaborative Course. Exploration of issues related to the intercultural communication process. Consideration of the role of social, cultural, and historical contexts in intercultural interactions. Examination of the

relationship between culture and communication from the socio-psychological, interpretive, and critical perspectives.

COMM-C 593 Family Communication (3 cr.) Online Collaborative Course. Applications of theory and research on the role of communication in creating and maintaining marriages/committed couples and families.

Speech

SPCH-S 500 Introduction to Communication Theory (3 cr.) Online Collaborative Course. Bibliographical resources, methods of research and professional writing in speech.

SPCH-S 627 Studies in Cross-Cultural Communication (3 cr.) Online Collaborative Course. The study of cross-cultural communication in theory and practice.

Criminal Justice and Homeland Security

Chair: Beau Shine

Professor: Kelly Brown

Associate Professor: Beau Shine

Assistant Professor: Christopher Felts

Senior Lecturer: Kelly Fisher

Majors/Minors

Bachelors Degrees

- Bachelor of Science in Criminal Justice

Minors

- Criminal Justice
- Digital Forensics
- Disaster Management
- Forensic Investigation
- Homeland Security and Emergency Management
- Private Security

Transfer Single Articulation Pathways

- Criminal Justice and Homeland Security B.S.

Certificate Programs

- Correctional Management and Supervision
- Homeland Security and Emergency Management
- Public Safety

IU Regional Online Collaborative Degrees

- Master of Science in Criminal Justice and Public Safety

Courses

- Undergraduate Courses

Bachelor of Science in Criminal Justice Mission Statement

The Department of Criminal Justice and Homeland Security (CJHS) is committed to academic excellence and the improvement of criminal justice and homeland security practices through research and service. The department offers an excellent education designed to give students both a broad and in-depth knowledge of the criminal justice components and skills needed to succeed in a variety of careers in criminal justice or homeland security fields. Additionally, this program of study will prepare students for graduate studies. The department is dedicated to offering learning opportunities

beyond the classroom including independent studies, research projects, internships, and participation in field trips, seminars, workshops, conferences, and student organization activities.

Bachelor of Science in Criminal Justice Program Requirements

1. See the "Degree Requirements" section under the "School of Humanities and Social Sciences."
2. Criminal Justice Major: Students must complete a minimum of 42 credit hours in criminal justice with a grade of C- or higher in each course.
3. Criminal Justice Required Courses: The following courses are required of all criminal justice majors and may not be substituted:
 - CJHS-J 101 The American Criminal Justice System (3 cr.) (prerequisite for all other criminal justice courses)
 - CJHS-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
 - CJHS-J 202 Criminal Justice Data, Methods and Resources (3 cr.)
 - CJHS-J 301 Substantive Criminal Law (3 cr.)
 - CJHS-J 305 Juvenile Justice System (3 cr.)
 - CJHS-J 306 The Criminal Courts (3 cr.)
 - CJHS-J 321 American Policing (3 cr.)
 - CJHS-J 331 Corrections (3 cr.)
 - CJHS-J 380 Internship in Criminal Justice -or- CJHS-J 480 Research in Criminal Justice (3 cr.)
4. Criminal Justice Elective Courses (15 cr.): Five additional 200-, 300- or 400-level criminal justice courses are required. Homeland security/emergency management courses may count as a criminal justice electives.

Criminal Justice Minor

Any IU Kokomo student enrolled in a baccalaureate program, except those enrolled in CJHS may pursue the following minor. This minor reinforces and enhances career options for a wide variety of majors, including those interested in attending law school after graduation. Students must complete 15 credit hours (5 courses) in criminal justice with a grade of C- or higher in each course. Required courses will generally not be substituted for other courses. Substitution of elective courses requires the student to complete and submit for approval the **Request for Possible Substitution of Courses in the Criminal Justice** form which may be obtained from a Criminal Justice advisor.

The Following Courses are Required of all Criminal Justice Minors:

- CJHS-J 101 The American Criminal Justice System (3 cr.)*
- CJHS-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- CJHS J 301 Substantive Criminal Law (3 cr.)

Criminal Justice Electives. Choose two of the following courses:

- CJHS-J 305 Juvenile Justice (3 cr.)
- CJHS-J 306 The Criminal Courts (3 cr.)
- CJHS-J 321 American Policing (3 cr.)

- CJHS-J 331 Corrections (3 cr.)

***Note:** CJHS-J 101 is a prerequisite to many criminal justice courses. The University reserves the right to cancel courses for insufficient enrollment.

Certificate in Homeland Security and Emergency Management

The Certificate in Homeland Security and Emergency Management is aimed at the non-degree student who is interested in obtaining collegiate experience in the field of American corrections. This certificate is not financial aid eligible. Currently enrolled Criminal Justice majors are not eligible for this certificate.

Certificate Requirements:

1. Students must meet the regular Indiana University admission requirements.
2. Students must complete 15 credit hours in homeland security and emergency management with a grade of C- or better in each course.
3. Required courses may not be substituted for other courses.
4. The courses for this certificate are usually offered only online.
5. The following courses (15 cr.) are required of all students seeking a certificate in homeland security and emergency management:
 - CJHS-J 272 Terrorism and Public Policy (3 cr.)
 - CJHS-J 275 Introduction to Emergency Management (3 cr.)
 - CJHS-J 278 Principles and Practices in Homeland Security (3 cr.)
 - CJHS-J 387 Foundations of Homeland Security (3 cr.)
 - CJHS-J 388 Public Administration and Emergency Management (3 cr.)

The Certificate in Correctional Management and Supervision

The Certificate in Correctional Management and Supervision is aimed at the non-degree student who is interested in obtaining collegiate experience in the field of American corrections. This certificate is not financial aid eligible. Currently enrolled Criminal Justice majors are not eligible for this certificate.

Requirements for the Certificate in Correctional Management and Supervision are below:

1. Students must meet the regular Indiana University admission requirements.
2. Students must complete 15 credit hours in correctional management and supervision with a grade of C- or higher in each course.
3. Required courses may not be substituted for other courses
4. The following courses are required of all students seeking a certificate in correctional management and supervision:
 - CJHS-J 101 American Criminal Justice System (3 cr.)
 - CJHS-J 304 Correctional Law (3 cr.)
 - CJHS-J 331 Corrections (3 cr.)

- CJHS-J 370 Seminar in Criminal Justice-Topic--Correctional Counseling (3 cr.)
- CJHS-J 370 Seminar in Criminal Justice-Topic--Correctional Administration (3 cr.)

Certificate in Public Safety

This certificate is aimed at the non-degree student who is interested in obtaining collegiate experience in the law enforcement field. This certificate is not financial aid eligible. Currently enrolled Criminal Justice majors are not eligible for this certificate.

Certificate in Public Safety Requirements:

1. Students must meet the regular Indiana University admission requirements.
2. Public Safety Certificate: Students must complete 15 credit hours in public safety with a grade of C- or higher in each course.
3. Required courses may not be substituted for other courses.
4. The following courses are required of all students seeking a certificate in public safety and may not be substituted:
 - CJHS-J 101 The American Criminal Justice System (3 cr.)
 - CJHS-J 301 Substantive Criminal Law (3 cr.) **or**
 - CJHS-J 310 Introduction to Administrative Processes (3 cr.)
 - CJHS-J 320 Criminal Investigation (3 cr.) **or**
 - CJHS-J 322 Introduction to Criminalistics (3 cr.)
 - CJHS-J 321 American Policing (3 cr.)
 - CJHS-J 370 Seminar in Criminal Justice

For many, one of the certificates offered through the Department of Criminal Justice and Homeland Security will be the beginning of further study leading to the B.S.C.J. Those interested in continuing their studies at IU Kokomo will find that their certificate hours will apply toward course requirements for this degree.

Master of Science in Criminal Justice and Public Safety - Online Collaboration

The IU Online MS in Criminal Justice and Public Safety focuses on the intersection of these two exciting fields. The program will appeal to individuals interested in the fields of policing, homeland security, and emergency management. Students may complete coursework in a variety of special topics, including crime mapping, geographic information systems, and cybersecurity, among others. The flexible online program also meets the needs of individuals currently working in criminal justice and security careers.

As a student in the program, you:

- Examine criminal justice and public safety system actors, agencies, and processes
- Explore the underlying operations of police, emergency management, courts, and corrections agencies
- Identify the major policy issues in criminal justice and public safety systems

- Learn to communicate effectively with individuals working in the complex and diverse criminal justice or public safety sectors
- Explore the philosophical underpinnings and development of law, and critically evaluate how criminal justice and public safety policies balance individual rights and public order
- Analyze criminal justice and public safety policies using a variety of tools, including quantitative research methods and statistical techniques, to improve criminal justice and public safety agencies
- Identify and critically analyze current criminal justice and public safety policies using available research and empirical evidence to discuss the strengths and limitations of various approaches

The program allows you to choose from one of two concentrations: public safety or criminal justice.

Public Safety Concentration

As a student in this concentration, you assess public safety risks using various analysis tools and develop plans to prepare, manage, and mitigate natural and human-made crises.

Criminal Justice Concentration

As a student in this concentration, you analyze the nature and extent of crime, critically evaluate major theories of crime, and assess the effectiveness of criminal justice systems, non-criminal justice programs, and other policies and practices that respond to crime.

Your IU Online MS in Criminal Justice and Public Safety prepares you for such careers as:

- Correctional officer supervisor
- Police and detective supervisor
- Criminal investigator
- Emergency management director
- Security manager
- Public safety officer

This 100 percent online, consortial program is taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

To graduate with the MS in Criminal Justice and Public Safety, you must complete 33 credit hours.

Requirements are broken down as follows:

- Core courses (15 credit hours)
- Concentration courses (18 credit hours)

To be accepted to this program, you must have:

1. A bachelor's degree
2. 3.0 GPA or above on a 4.0 scale. Exceptions to the GPA requirement may be made in some circumstances. Please contact the graduate coordinator for more information.

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

To apply to this program:

Complete an online application that includes:

1. Official transcripts
2. GRE scores
3. 250-word personal statement explaining background and goals for entering the program
4. TOEFL scores (international students only)
5. Supplementary materials such as letters of recommendation, writing samples, and related materials may also be submitted but are not required

Theory Requirement (3 cr.)**Core Courses:**

For the Criminal Justice Concentration:

- SPEA-J 501 Evolution of Criminological Thought and Policy I (3 cr.) **OR**
- CJUS-P 502 Proseminar: Criminal Justice II (3 cr.)

For the Public Safety Concentration:

- CJUS-P 501 Proseminar: Criminal Justice I **or**
 - SPEA-J 582 Criminal Justice Systems (3 cr.)
- CJUS-P 619 Crime and Public Policy **or**
 - SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.)
- SPEA-J 502 Research Methods in Criminal Justice and Public Safety **or**
 - CJUS-P 594 Introduction to Research Methods (3 cr.) **or**
 - CJHS-J 594 Introduction to Research Methods
- SPEA-J 528 Risk Analysis for Public Safety (3 cr.)
- SPEA-J 586 Public Safety in the U.S. (3 cr.)
- SPEA-V 506 Statistical Analysis for Effective Decision Making **or**
 - CJUS-P 595 Data Analysis in Criminal Justice (3 cr.)

Elective Courses

- CJUS-P 512 Corrections (3 cr.)
- CJUS-P 515 Police in Society (3 cr.)
- CJUS-P 517 Juvenile Justice (3 cr.)
- CJUS-P 519 Probation and Parole (3 cr.) **or**
 - CJHS-J 519 Probation and Parole (3 cr.)
- CJUS-P 602 Courts and Criminal Justice (3 cr.)
- CJUS-P 623 Violent Behavior (3 cr.)
- CJUS-P 627 White-Collar Crime (3 cr.)
- CJUS-P 629 Victimization (3 cr.)
- CJUS-P 634 Sentencing Theory and Practice (3 cr.)
- CJUS-P 671 Comparative Criminal Justice Systems (3 cr.)
- CJUS-P 680 Seminar: Issues in Criminal Justice and Public Safety (3 cr.)
- CJUS-P 682 Seminar on Law Enforcement and Minorities (3 cr.)
- SPEA-J 520 Mapping and Analysis (3 cr.)
- SPEA-J 520 Mapping and Analysis for Public Safety (3 cr.)
- SPEA-J 524 Crisis Management for Public Safety (3 cr.)
- SPEA-J 531 National and Homeland Security in America (3 cr.)

- SPEA-J 550 Topics in Criminal Justice and Public Safety (1-3 cr.)
- SPEA-J 581 Public Safety Law (3 cr.)
- SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.)
- SPEA-J 588 Law and Control in Society (3 cr.)
- SPEA-J 682 Planning and Management (3 cr.)
- SPEA-V 560 Public Budgeting and Finance (3 cr.)
- SPEA-V 561 Public Human Resources Management (3 cr.)

Criminal Justice Courses Undergraduate**CJHS-J 101 American Criminal Justice System (3 cr.)**

Introduction to elements of the criminal justice system: the police, the courts, and corrections, and how they function in contemporary American society. CJHS-J 101 is a prerequisite to most criminal justice classes.

CJHS-J 201 Theories of Crime and Deviance (3 cr.)

This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the natural and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

CJHS-J 202 Criminal Justice Data, Methods and Resources (3 cr.)

P: CJHS-J 101 or consent of instructor. Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

CJHS-J 204 Introduction to Private Security (3 cr.)

This course will examine the history, nature, scope, and role of private security in the United States. Topics include the basic principles of physical security, loss prevention, risk management, the legal basis of private security, and the challenges facing private security in contemporary society.

CJHS-J 205 Cyber Crime (3 cr.)

An introduction to computer crime and those individuals committing it, as well as the specific laws and criminological theories applicable to computer crime.

CJHS-J 206 Crime Prevention (3 cr.)

An examination of crime prevention including theory, empirical evidence, policies, and strategies.

CJHS-J 207 Victimology (3 cr.)

An examination of the nature and scope of victimizations in the United States, including the financial, sociological, and psychological impact of victimization, the types of victimizations, the care of victims, the victims' rights movement, and the underlying causes and remedies to victimizations.

CJHS-J 224 Drugs and Crime (3 cr.)

This course will focus on the issues of drugs, crime and the American criminal justice system with respect to their interactions and influences with each other. This class will address these subjects through multiple perspectives: the

historical evolution of drug use and control in the U.S., the classification and effects of specific drugs, the relationship between drug use and criminal activity, criminal justice system responses to issues of drug use, abuse and dependency among offenders, and the impact and implications of drug-related crime policies (including recent trends in decriminalization and legalization).

CJHS-J 245 Social Justice and the Justice System (3 cr.) The primary objective of this course is to provide students with an overview of issues related to diversity and how it impacts and relates to the criminal justice system. This course provides a criminological perspective on multiculturalism, social inequality, and discrimination in the criminal justice system. General areas covered will include class, race, ethnicity, sex, gender, disability/mental health with an emphasis on the analysis of social justice.

CJHS-J 260 Topics in Criminal Justice (3 cr.) P: CJHS-J 101 This course introduces students to special topics in criminal justice.

CJHS-J 266 Harry Potter and Crime (3 cr.) This class will examine the correlates of crime in the context of the Harry Potter films. The impact of social, biological, and psychological factors on crime and deviance will be discussed. Students will explore character development, social and political environments, cultural elements, deviance, peers, family, violence, diversity, and discrimination through a content analysis of the films.

CJHS-J 272 Terrorism and Public Policy (3 cr.) P: CJHS-J 101 Survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant terrorist events and public policies and responses such events create.

CJHS-J 275 Introduction to Emergency Management (3 cr.) P: CJHS-J 101 An examination of the background and nature of the profession, the central theoretical debates concerning natural and human-induced disasters, mitigating and reacting to these catastrophic events and the roles and responsibilities of emergency managers. Current practical problems and future directions will be explored.

CJHS-J 278 Principles and Practices in Homeland Security (3 cr.) P: CJHS-J 101 An examination of the basic operations, functions, and issues involved in securing our homeland from domestic and international threats including possible threats and proactive and reactive measures against such threats.

CJHS-J 300 Techniques of Data Analysis (3 cr.) Basic introduction to research and statistics in a social science setting. Topics include research design, sampling, levels of measurement, descriptive and inferential statistics, probability, and common analyses used in the social sciences.

CJHS-J 301 Substantive Criminal Law (3 cr.) P: CJHS-J 101 The development, limitations, and applications of substantive criminal law utilizing the case-study method.

CJHS-J 302 Procedural Criminal Law (3 cr.) P: CJHS-J 101 Criminal Law application and procedure from the

initiation of police activity throughout the correctional process utilizing the case-study method.

CJHS-J 303 Evidence (3 cr.) P: CJHS-J 101 The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privileges of witnesses hearsay rule and exceptions. All related as nearly as possible to criminal as opposed to civil process.

CJHS-J 304 Correctional Law (3 cr.) P: CJHS-J 101 Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

CJHS-J 305 The Juvenile Justice System (3 cr.) P: CJHS-J 101 Current developments in the legal, administrative, and operational aspects of the juvenile justice system.

CJHS-J 306 The Criminal Courts (3 cr.) P: CJHS-J 101 An analysis of the criminal justice process from prosecution through appeal. The organization and operation of felony and misdemeanor courts are examined. Topics include prosecutorial decision-making, plea bargaining, judicial selection, the conduct of trials, sentencing, and appeal.

CJHS-J 308 Investigating High Tech Crime (3 cr.) An introduction to the role that analyzing computers and other electronic evidence has on a criminal investigation. Students will learn investigative techniques and the legal requirements that apply to all law enforcement as they relate to the collection of digital and electronic medias.

CJHS-J 309 Critical Issues in Private Security (3 cr.) An introduction to fundamental issues in private security, including an examination of potential issues or errors in how practitioners identify, prevent, mitigate, and respond to safety and privacy concerns. Some topics to be explored may include criminal issues, civil liability, training, drug/alcohol abuse, and ethical issues.

CJHS-J 310 Introduction to Administrative Processes (3 cr.) P: CJHS-J 101 Introduction to principles of management and systems theory for the administration of criminal justice agencies.

CJHS-J 320 Criminal Investigation (3 cr.) P: CJHS-J 101 Theory of investigation; crime scene procedures; interviews, interrogations, surveillance and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

CJHS-J 321 American Policing (3 cr.) P: CJHS-J 101 A broadly based study of the operations and interrelationships of the American police system, including discussion of the limitations of the police function, inter-jurisdictional matters, and intra-agency processes.

CJHS-J 322 Introduction to Criminalistics (3 cr.) P: CJHS-J 101 R: CJHS-J 301. The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

CJHS-J 331 Corrections (3 cr.) P: CJHS-J 101 or consent of instructor. This course examines the historical development of the American Correctional system; the study of administration of local, state, and federal

corrections programs including jails, probation, community corrections, and prisons. Includes the study of punishment rationales, current correctional policies, and possibilities for reform.

CJHS-J 355 Global Criminal Justice Perspectives (3 cr.) P: CJHS-J 101 This course will survey various criminal justice systems from a variety of cultures and regions of the world. Particular attention will be given to the contrast of eastern and western systems, as well as systems that do not fit neatly into established categories.

CJHS-J 370 Seminar in Criminal Justice (3 cr.) P: CJHS-J 101 Selected contemporary topics in criminal justice. May be repeated for credit.

CJHS-J 380 Internship in Criminal Justice (1-6 cr.) P: CJHS-J 101, permission of instructor, and junior or senior status. May be repeated for credit. Course grade is S/F (Satisfactory/Fail). Students are placed with a criminal justice agency for assigned tasks. Students also complete an academic component.

CJHS-J 387 Foundations of Homeland Security (3 cr.) P: CJHS-J 101 An examination of the theory and research driving homeland security and emergency management measures and an analytical look at the practices and principles of homeland security from an empirical perspective.

CJHS-J 388 Public Administration and Emergency Management (3 cr.) P: CJHS-J 101. An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of the government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

CJHS-J 401 Firearms in America (3 cr.) A seminar on the legal, historic, and contemporary issues dealing with firearms in the United States of America. Particular attention will be paid to the unique issues that the United States faces (both constitutional and criminal) in regard to firearms violence and possible solutions to reduce crime.

CJHS-J 405 Foundations of Security Management (3 cr.) An examination of issues related to the management of private security. Topics include the organization and administration of the security function, risk analyses and hazard management, collaboration and leadership, theories of management and security, and security policy and practice from a management perspective.

CJHS-J 431 Security and Emergency Management Disney Style (3 cr.) This course will examine emergency management and private security with a focus on the Disney perspective. This course will also include training in the Disney leadership style, Disney culture, and the Disney creative process and explore how this can be applied to the fields of emergency management and private security.

CJHS-J 439 Crime and Public Policy (3 cr.) P: CJHS-J 101 This course is an introduction to the major efforts designed to control or reduce crime. A review of existing

knowledge is followed by an investigation of current crime control theories, proposals, and programs.

CJHS-J 440 Corrections in the Community (3 cr.) P: CJHS-J 101 An introduction to correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion, community residential programs, restitution, halfway houses, and home detention.

CJHS-J 460 Police in the Community (3 cr.) P: CJHS-J 101 In-depth examination of crime as an urban policy problem; focusing on the role of police and victims in defining crime as a policy problem, and their role in seeking to reduce the incidence of crime.

CJHS-J 470 Seminar in Criminal Justice (3 cr.) P: CJHS-J 101 and senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

CJHS-J 480 Research in Criminal Justice (1-6 cr.) P: CJHS-J 202 Individual research under guidance of faculty member.

CJHS-J 490 Capstone in Criminal Justice (3 cr.) P: CJHS-J 101 and Jr/Sr Status. Designed to help students synthesize prior coursework and to promote an active and practical engagement with a range of criminal justice issues. Equivalent course: CJUS-P409 (Capstone course in CJUS)

Graduate Criminal Justice Courses Criminal Justice and Homeland Security

CJHS-J 519 Probation and Parole (3 cr.) This course examines the historical and contemporary use of corrections in the community with a special focus on the empirical evidence of the effectiveness of community-based practices. The issues facing community corrections will be explored and critically discussed.

CJHS-J 594 Introduction to Research Methods (3 cr.) Research methodology in criminal justice. Research design, scientific methods, quantitative/qualitative applications, ethical questions, and the role of the criminal justice researcher.

Criminal Justice

CJUS-P 501 Proseminar: Criminal Justice I (3 cr.) **Online Collaborative Course.** A pro-seminar to provide an intensive introduction to the basic areas of Criminal Justice.

CJUS-P 502 Proseminar: Criminal Justice II (3 cr.) **Online Collaborative Course.** Theories of crime and delinquency.

CJUS-P 512 Corrections (3 cr.) **Online Collaborative Course.** Reviews historical and philosophical bases of correctional system and examines components of system (community corrections, jails and prisons). Focuses on the structure and functions of the corrections system with particular attention to the role of broader social forces on the development and operation of the system.

CJUS-P 515 Police in Society (3 cr.) **Online Collaborative Course.** Covers the bases and impacts of recent changes in U.S. policing, particularly with respect

to community-oriented policing. Changes are analyzed in terms of the organizational and political contexts in which they occur as well as from historical and cross-cultural perspectives.

CJUS-P 594 Introduction to Research Methods (3 cr.) Online Collaborative Course. Research methodology in criminal justice. Research design, scientific methods, quantitative/qualitative applications, ethical questions, and the role of the criminal justice researcher.

CJUS-P 595 Data Analysis in Criminal Justice (3 cr.) Online Collaborative Course. Data analysis applied to criminal justice data, including measurement, tables, graphs, probability, nonparametric statistics, matrix algebra, correlation and regression and tests of significance.

Public and Environmental Affairs

SPEA-J 502 Research Methods in Criminal Justice and Public Policy (3 cr.) Online Collaborative Course. This course examines research techniques necessary for systematic analysis of the criminal justice and public safety systems, offenders' behavior, crime trends, public safety issues and program effectiveness. The course requires that students actively pursue such techniques as conducting interviews, coding data, and designing studies.

SPEA-J 524 Emergency Management (3 cr.) Online Collaborative Course. This course explores the values underlying effective emergency management principles and policies in a democratic society. Topics include: hazard identification, effective planning, stakeholder and public communication, examination of federal, state, and local agency roles and critical partnerships, preparation for, mitigation of, and response to hazards.

SPEA-J 531 National and Homeland Security in America (3 cr.) Online Collaborative Course. This course addresses federal policy and management issues related to preventing, mitigating, preparing for, responding to, and recovering from major catastrophic events, both natural and man-made, including acts of terrorism. Topics include emergency management, resource and response infrastructures, public health issues, best practices, crisis communications, and business and governmental continuity.

SPEA-J 550 Topics in Criminal Justice and Public Safety (1-3 cr.) Online Collaborative Course. Selected topics in criminal justice and public safety.

SPEA-J 581 Public Safety Law (3 cr.) Online Collaborative Course. Survey of the historical development of Anglo-American law of public safety, including criminal law, civil remedies, administrative regulation of risk, and recent developments in employee and consumer safety. Emphasis on understanding legal theory and practice as basis for management decisions. Comparison of jurisprudential viewpoints and other disciplinary approaches to public safety programs.

SPEA-J 582 Criminal Justice Systems (3 cr.) Online Collaborative Course. Detailed examination of operations of police, courts and correctional agencies. Study of management problems in system response to criminal activity. Development of understanding of interrelationships among system components. Examination of major policy issues in criminal justice with emphasis on decision-making techniques.

SPEA-J 586 Public Safety in the United States (3 cr.) Online Collaborative Course. Overview of criminal justice and public safety. Definitions of public safety and identification of major components. Functional description of major public safety agencies. Discussion of basic issues in public safety. Management in public safety system.

SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.) Online Collaborative Course. Commonalities in criminal behavior. The criminal act: circumstances leading to commission, subsequent perceptions of them. Family, community, and other environments affecting criminal behavior. Behavioral consequences of processes of crime control.

SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.) Online Collaborative Course. An empirical assessment of the foundations of contemporary and historical attempts to control or prevent crime. Major policies, programs, and strategies are reviewed and critically analyzed. Specific topics and policies will vary in this capstone seminar.

SPEA-V 506 Statistical Analysis For Effective Decision Making (3 cr.) Online Collaborative Course. Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis; analysis of variance, regression, and other statistical techniques. Computer processing of data emphasized.

SPEA-V 560 Public Budgeting and Finance (3 cr.) Online Collaborative Course. The fiscal role of government in a mixed economy, sources of public revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in inter-governmental fiscal relations.

SPEA-V 561 Public Human Resources Management (3 cr.) Online Collaborative Course. Analysis of the structure, operation, and design of public personnel systems, including government agencies and public enterprise. Relationship between public policy and personnel concepts, values and operation considered.

Criminal Justice Graduate Courses

Digital Forensics Minor

A minor in digital forensics will provide foundational knowledge of the application of computer sciences to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Students completing this minor will gain a comprehensive understanding of the significance of digital evidence as well as an understanding of the legal protocols for accessing digital evidence. Students must complete a minimum of 18 credit hours (6 courses) in criminal justice with a grade of C- or higher in each course.

The Following Courses are Required of all Digital Forensics Minors:

- CJHS-J 101 The American Criminal Justice System (3 cr.)
- CJHS-J 205 Cyber Crime (3 cr.)
- CJHS-J 301 Substantive Criminal Law (3 cr.)
- CJHS-J 308 Investigating High-Tech Crime (3 cr.)
- CJHS-J 320 Criminal Investigation (3 cr.)

Digital Forensics Electives. Choose one of the following courses:

- CSCI-C 101 Computer Programming 1 (4 cr.)
- CSCI-C 106 Introduction to Computers and Their Use (3 cr.)
- INFO-C 210 Problem Solving and Programming (3 cr.)
- INFO-C 300 Human Computer Interaction (3 cr.)
- INFO-C 307 Data Representation and Organization (3 cr.)
- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 112 Basic Tools of informatics-Programming and Database Concepts (3 cr.)

Disaster Management Minor

A minor in disaster management will provide students with foundational knowledge in managing disasters. Students in the minor will explore the history of disasters; evidence-based practices in the mitigation of, preparedness for, response to, and recovery from disasters; legal and social issues involving the experience and management of disasters; hazard identification and assessment; crisis communication; the public and private administration of disasters; and technology and disasters. Students must complete a minimum of 15 credit hours (5 courses) including two foundational classes and three electives.

Students may choose two elective classes from other disciplines across campus. You must get a grade of C- or higher in each course.

The Following Courses are Required:

- CJHS-J 275 Introduction to Emergency (3 cr.)
- CJHS-J 470 Capstone in Disaster Management (3 cr.)

Criminal Justice Electives. Choose three of the following courses:

- CJHS-J 260 Global Disasters (3 cr.)
- CJHS-J 370 Issues in Disaster Management (3 cr.)
- CJHS-J 370 Disaster Response
- CJHS-J 387 Foundations of Homeland Security (3 cr.)
- CJHS-J 470 Legal Issues and Disaster Management (3 cr.)
- Interdisciplinary Electives (examples)
 - HSCI-H 365 Health Assessment, CPR, and Emergency Management
 - NURS-S 410 Emergency Preparedness and Disaster Response

Forensic Investigation Minor

A minor in forensic investigation will provide students with a better understanding of the value and significance of physical evidence utilized during a criminal trial.

The forensic investigation minor student will acquire foundational knowledge of the application of science to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Further, students completing this minor will gain a comprehensive understanding of an investigation from the initial response to a crime through the collection, processing, and presentation of evidence.

The requirement for this minor is 18 credit hours with a C- or better.

The Following Courses are Required for all Forensic Investigation minors:

- CJHS-J 101 The American Criminal Justice System (3 cr.)
- CJHS-J 320 Criminal Investigation (3 cr.)
- CJHS-J 322 Introduction to Criminalistics (3 cr.)

Forensic investigation electives-choose one of the following courses:

- CJHS-J 303 Evidence (3 cr.)
- CJHS-J 321 American Policing (3 cr.)
- NURS-B 261 Pathophysiology and Pathopharm (4 cr.)
- NURS-P 345 Pharmacology (3 cr.)
- PSY-P 322 Psychology in the Courtroom (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)
- SOC-S 364 Drug Abuse in Society (3 cr.)

Science electives-choose at least 6 credits earned from a combination of the following courses:

- BIOL-L 100 Humans and the Biological World (5 cr.)
- BIOL-L 105 Introduction to Biology (5 cr.)
- CHEM-C 100 The World of Chemistry (3 cr.)
- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 129 Chemistry Lab (2 cr.)
- MICR-J 200 Microbiology and Immunology (3 cr.)
- MICR-J 201 Microbiology Laboratory (1 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.)

Homeland Security and Emergency Management Minor

A minor in homeland security and emergency management will provide foundational knowledge of evidence-based practices and theoretical concepts as well as the practical skills to protect themselves and their places of employment from the consequences of natural and human-made disasters and other threats to the homeland. Students must complete 15 hours with a C- or better in each course

The Following Courses are Required of all Homeland Security and Emergency Management Minors:

- CJHS-J 272 Terrorism and Public Policy (3 cr.)
- CJHS-J 275 Introduction to Emergency Management (3 cr.)
- CJHS-J 278 Principles and Practices of Homeland Security (3 cr.)
- CJHS-J 387 Foundations of Homeland Security (3 cr.)
- CJHS-J 388 Public Administration and Emergency Management (3 cr.)

Private Security Minor

A minor in private security will provide students the foundation necessary to pursue careers in the field through knowledge of both evidence-based practices,

theoretical concepts and the practice of skills needed to protect people, physical property, intellectual property, and information technology. Students must complete a minimum of 15 credit hours including three foundation classes and two electives with a grade of C- or higher in each course.

The Following Courses are Required of all Private Security Minors:

- CJHS-J 204 Introduction to Private Security (3 cr.)
- CJHS-J 309 Critical Issues in Private Security (3 cr.)
- CJHS-J 405 Foundations of Security Management (3 cr.)

Criminal Justice Electives. Choose two of the following courses:

- CJHS-J 205 Cyber Crime (3 cr.)
- CJHS-J 206 Crime Prevention (3 cr.)
- CJHS-J 275 Introduction to Emergency Management (3 cr.)
- CJHS-J 307 Private Security in Action (3 cr.)
- CJHS-J 431 Security and Emergency Management Disney Style

English and Language Studies Department

Chair: Eva White

Professors: Mark Canada, Paul Cook, Scott Jones, Eva White

Associate Professors: Joseph Keener

Assistant Professor: Jim Coby

Teaching Professors: JR Pico, Karla Stouse, Michelle Westervelt

Senior Lecturers: Christine Taff

Lecturer: Lori Bruns

Mission:

The English and Language Studies (ELS) department at IU Kokomo educates students in the liberal arts tradition and prepares graduates for a diverse array of careers that prioritize analytical reading, persuasive writing, critical thinking, international languages, and cultural awareness. Our program serves the region by helping students cultivate scholarly and marketable skills that emerge from the close study of languages and diverse literatures in a global context, a growing facility with theoretical approaches, and expertise in reading and research processes. As students become conversant in multiple literary, rhetorical, linguistic, and textual traditions, they participate in a culture of diversity that will help them advance as global citizens and innovative problem-solvers in a complex, changing world.

Bachelor Degrees

- Bachelor of Arts in English: Language and Literature (LS)
- Bachelor of Arts in English: Writing, Rhetoric, and Digital Media (WRDM)

Minors

- Creative Writing Minor
- Film Studies Minor
- Literature Minor

- Professional Writing Minor
- Spanish Minor

Certificates

- Professional Writing Certificate
- Spanish Certificate

IU Regional Online Collaborative Degree

- Bachelor of Science in Spanish
- Master of Arts in English

IU Regional Collaborative Online Graduate Certificates

- Grad Certificate in Composition Studies
- Grad Certificate in Language and Literature
- Grad Certificate in Literature
- Grad Certificate in Spanish

Courses

Undergraduate Courses

Graduate Courses

Bachelor of Arts in English

The Bachelor of Arts in English is a four-year undergraduate degree for students seeking to develop their talents in reading and writing, who want a solid grounding in literature and English studies for secondary or postsecondary teaching, who wish to prepare for graduate or professional study in such fields as English, library science, journalism, law, or business, or who wish to develop analytical, expressive, and rhetorical capacities that are valuable in many careers.

The major consists of at least 36 credit hours above the 100 level in English language, literature, linguistics, and writing courses: ENG-L 202 (LS) / ENG-W 210 (WRDM), ENG-L 371, ENG-L 495 (9 credit hours) are specified to ensure that all majors have a common background. No more than 12 credit hours in the major may be at the 200 level. All courses in the major must be completed with a C- or better.

Students may choose to concentrate in one of two tracks: **Literary Studies (LS)** or **Writing, Rhetoric, and Digital Media (WRDM)**. These tracks are described in more detail below. The English and Language Studies department also offers minors in Literature, Professional Writing, Creative Writing, Film Studies, and Spanish.

The English department works cooperatively with the School of Education to administer a dual degree program in English and Secondary Education. Students participating in this program will complete both a Bachelor of Arts in English degree and a Bachelor of Science in Secondary Education degree (English/Language Arts). Students in this program will be certified to teach at the secondary school level. Please see an advisor in either the School of Humanities and Social Sciences or the School of Education for more information about this program.

Please see the English and Language Studies department's website regarding frequently asked questions about our degree programs, projected course offerings, and sample plans of study:

Literary Studies Track

BA in English: Literary Studies Track (36 credit hours total)

The Literary Studies track is the traditional route for students majoring in English. In this concentration, students are introduced to the close reading of literary texts, the rich world of literary criticism and interpretation, and the history of literature in the English language from Beowulf to Octavia Butler. The study of literature and language that students undertake as part of the Literary Studies track prepares them for a wide array of career and professional opportunities, including jobs in education, law, journalism, media, non-profits and other forms of knowledge work, as well as advanced study in graduate and professional school.

1. Core Courses: (take 3 courses for 9 credits total)

- ENG-L 202 Literary Interpretation (3 cr.)
- ENG-L 371 Critical Practices (3 cr.)
- ENG-L 495 Senior Seminar (3 cr.)

2. Introductions: (choose 1 course for 3 credit hours total)

- CMLT-C 190 Intro to Film (3 cr.)
- ENG-L 203 Intro to Drama (3 cr.)
- ENG-L 204 Intro to Fiction (3 cr.)
- ENG-L 205 Intro to Poetry (3 cr.)
- ENG-L 206 Intro to Prose (non-fiction) (3 cr.)
- ENG-L 220 Intro to Shakespeare (3 cr.)

3. American Literature Foundations: (choose 2 courses for 6 credit hours total)

These will be offered in Fall semesters

- ENG-L 350 American Literature to 1800 (3 cr.)
- ENG-L 351 American Literature 1800-1865 (3 cr.)
- ENG-L 352 American Literature 1865-1914 (3 cr.)
- ENG-L 354 American Literature Since 1914 (3 cr.)

4. British and Irish Literature Foundations: (choose 2 courses for 6 credit hours total)

These will be offered in Spring semesters

- ENG-L 315 Major Plays of Shakespeare (3 cr.)
- ENG-L 332 British Romanticism (3 cr.)
- ENG-L 335 Victorian Literature (3 cr.)
- ENG-L 388 Studies in British and Irish Author (3 cr.)

5. Diversity: (choose 2 courses for 6 credit hours total)

A 200-level diversity course will be offered every Fall, a 300-level diversity course will be offered every Spring

- ENG-E 303 Literatures in English 1800-1900 (3 cr.)
- ENG-E 304 Literatures in English 1900-Present (3 cr.)
- ENG-E 305 Multicultural Literature (3 cr.)
- ENG-L 207 Women in Literature (3 cr.)
- ENG-L 223 Intro to American Ethnic Literature (3 cr.)
- ENG-L 225 Intro to World Masterpieces (3 cr.)
- ENG-L 249 Gender and Sexuality (3 cr.)
- ENG-L 366 English/Irish/American/Postcolonial Modern Drama (3 cr.)

- ENG-L 370 Recent Black American Literature (3 cr.)
- ENG-L 378 Studies in Women and Literature (3 cr.)
- ENG-L 379 American Ethnic and Minority Writing (3 cr.)
- ENG-L 396 Studies in African American Literature and Culture (3 cr.)
- ENG-L 406 Topics in African American Literature (3 cr.)

6. Explorations: (choose 1 200-level course and 1 300 or 400-level for 6 credit hours total)

Below is a selection of potential course offerings

- ENG-L 209 Topics in American Literature and Culture (3 cr.)
- ENG-L 210 Popular Literature and Mass Media (3 cr.)
- ENG-L 221 Health and Literature (3 cr.)
- ENG-L 230 Intro to Science Fiction (3 cr.)
- ENG-L 295 American Film Culture (3 cr.)
- ENG-L 348 19th Century British Fiction (3 cr.)
- ENG-L 369 Studies in British and American Authors (3 cr.)
- ENG-L 380 Literary Modernism (3 cr.)
- ENG-L 384 Studies in American Culture (3 cr.)
- ENG-L 393 Comics and Graphic Novels (3 cr.)
- ENG-L 395 British and American Film Studies (3 cr.)
- ENG-L 369 Studies in British and American Authors (3 cr.)
- ENG-L 381 Recent Writing (3 cr.)
- ENG-L 480 Literature and History (3 cr.)

In addition to these, you can also choose one class not previously taken from categories 2,3, 4, or 5.

Writing, Rhetoric, and Digital Media Track

BA in English: Writing, Rhetoric, and Digital Media Track (36 credit hours total)

The Writing, Rhetoric, and Digital Media Track introduces students to the discipline of writing studies and provides a strong foundation in professional writing and editing, rhetorical theory, and digital ways of knowing, making, and doing. The track is flexibly designed so that students can shape their coursework to their interests and career goals, while developing essential skills in rhetoric, writing, and digital media that translate to both the public sphere and a wide array of careers in the knowledge economy. Potential careers and post-graduate opportunities include professional writing, technical writing and editing, freelance writing, grant writing, law, education, journalism, digital media and marketing, public affairs, publishing, non-profit work, government, and graduate studies in rhetoric and composition studies and communication.

1. Core Courses: (take 3 courses for 9 credit hours total)

- a. ENG-L 371 Critical Practices
- b. ENG-L 495 Senior Seminar
- c. ENG-W 210 Literacy and Public Life

2. Concentration Core: (choose 5 courses for 15 credit hours total)

1. Rhetoric & Culture (Choose 1 course)

1. ENG-R 210 Intro to Digital Rhetoric(3 cr.)
 2. ENG-R 305 Rhetorical Criticism (3 cr.)
 3. ENG-W 215 Intro to Rhetoric (3 cr.)
2. Style & Editing (Choose 1 course)
 1. ENG-W 350 Advanced Expository Writing (3 cr.)
 2. ENG-W 365 Technical Editing (3 cr.)
 3. Writing Experience (Choose 3 courses)
 1. ENG-W 231 Professional Writing (3 cr.)
 2. ENG-W 301 Fiction Writing (3 cr.)
 3. ENG-W 302 Screenwriting (3 cr.)
 4. ENG-W 311 Writing Creative Nonfiction (3 cr.)
 5. ENG-W 315 Writing for the Web (3 cr.)
 6. ENG-W 321 Advanced Technical Writing (3 cr.)
 7. ENG-W 400 Teaching Writing (3 cr.)
3. **Concentration Elective:** (Choose 1 course from category 2a, 2b, or 2c not previously taken for 3 credit hours total)
4. **History of the Language:** (Choose 1 course for 3 credit hours total)
1. ENG-G 301 History of the English Language (3 cr.)
5. **English Experience:** (choose 2 courses for 6 credit hours total. Both courses must be at the 200-level or above) 6 cr.
1. ENG-L prefix course
 2. ENG-W prefix course

Literature Minor

Students in the Literature Minor will delve into a variety of literatures in myriad forms including novels, poetry, film, and drama, and from different temporalities and cultures. Through careful textual analysis and engagement with secondary sources, students will garner skills in critical thinking and analysis, problem solving, research, and presenting across a range of modalities.

The minor consists of 15 credit hours in literature, including

1. ENG-L 202 Literary Interpretation (3 cr.)
2. One of the following: ENG-E 301, ENG-E 302, ENG-E 303, ENG-E 304 (3 cr.)
3. Three 3-credit-hour, 200- to 400-level ENG-L or ENG-E courses
4. At least one elective course must be taken at the 300 level.

At least 9 credit hours of the above courses must be taken at IU Kokomo.

English and Language Studies Courses Undergraduate

Classical Studies

CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) This course introduces students to the process by which technical medical terms are formed.

CMLT-C 297 Film Genres (3 cr.) This course investigates the nature, particularly the political nature, of genre films. Topics covered may include genre cycles, and gender and genre. Genres covered may include melodrama, comedy, action, science fiction, the western, and the thriller as well as others.

Comparative Literature

CMLT-C 190 Introduction to Film (3 cr.) History of film and growth of cinematic techniques from Melies and the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

CMLT-C 297 Film Genres (3 cr.) This course investigates the nature, particularly the political nature, of genre films. Topics covered may include genre cycles, and gender and genre. Genres covered may include melodrama, comedy, action, science fiction, the western, and the thriller, as well as others.

CMLT-C 390 Film and Society (3 cr.) P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

CMLT-C 392 Genre Study in Film (3 cr.) P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus is on one specific genre each time the course is offered. May be repeated once with different topic. Versions of this course offered: "Summer Blockbusters," and "Film Noir."

East Asian Languages and Cultures

EALC-E 100 East Asia: An Introduction (3 cr.) Basic introduction to China, Japan, and Korea. Intended to help students understand the unique character of each of these three cultures within the general framework of East Asian civilization, comprehend the historical importance of the three countries, and appreciate the crucial role they play in the world today.

English undergraduate

ENG-E 205 Introduction to the English Language (3 cr.) Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular.

ENG-E 301 Literatures in English to 1600 (3 cr.) P: ENG-W 131. The historical study of literature in English for the period 450 to 1600.

ENG-E 302 Literatures in English 1600-1800 (3 cr.) Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments.

ENG-E 303 Literatures in English 1800-1900 (3 cr.) Representative study of nineteenth-century British and American literature in the context of transatlantic cultural developments.

ENG-E 304 Literatures in English 1900-Present (3 cr.) P: ENG-W 131. Representative study of twentieth-

century literatures in English. In addition to Britain and North America, cultural locations may include the Indian subcontinent, Australasia, Anglophone Africa, the Caribbean, etc. Focus on themes associated with modernity and cross-cultural contacts such as multiculturalism, gender, and identity.

ENG-G 301 History of the English Language (3 cr.)

P: ENG-W 131. Historical and structural analysis of English language in stages of its development. Political and social events affecting development of language: interrelationship of language and literature, evolution of modern English phonology, syntax, orthography, and lexicon.

ENG-L 100 Freshman Literature 1 (3 cr.) Various works of fiction and poetry pertaining to a selected theme or cultural issue. Introduces students to contemporary literature and its place in American culture. Topics will vary from semester to semester.

ENG-L 101 Ancient and Medieval World Literature (3 cr.) Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading and to introduce students to the aesthetic values of the classical literary heritage of Western literature.

ENG-L 102 Modern World Literature (3 cr.) Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101.

ENG-L 140 Introduction to English Studies (1-3 cr.)

A comprehensive orientation to the field of English Studies. In addition to providing academic advising, the course offers an overview of our curriculum, which includes our two concentrations in Writing and Literature, career opportunities related to the degree, and the kinds of reading, writing, and oral skills that are needed for success as a major and in a variety of professions.

ENG-L 202 Literary Interpretation (3 cr.) Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

ENG-L 203 Introduction to Drama (3 cr.) Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

ENG-L 204 Introduction to Fiction (3 cr.) Representative works of fiction; structural techniques in the novel. Novels and stories from several ages and countries. A recent offering of this course was: "Monsters and the Monstrous."

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to the critical study of women writers and their treatment in British and American literature.

ENG-L 209 Topics in American Literature and Culture (3 cr.) Selected works of American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester. Previous versions of this variable topics class includes: "American Southern Literature,"

"Modern American Drama," "American Horror Story," and "The Great American Novel."

ENG-L 220 Introduction to Shakespeare (3 cr.) Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with ENG-L 313 or ENG-L 314.

ENG-L 225 Introduction to World Masterpieces (3 cr.)

Representative masterpieces in all genres from world literature of any period.

ENG-L 230 Science Fiction (3 cr.) Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

ENG-L 249 Representations of Gender and Sexuality (3 cr.)

P: ENG-W 131. A study of literary and cultural presentations of gender and sexuality that traces their historical evolution, illuminates issues and problems, or studies the conventions of their depictions.

ENG-L 295 American Film Culture (3 cr.) Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture. Recent versions of this variable topics course include: "The Art of Adaptation," and "The Great Directors."

ENG-L 315 Major Plays of Shakespeare (3 cr.) P: ENG-W 131. A close reading of a representative selection of Shakespeare's major plays.

ENG-L 331 Studies in 19th Century British Literature (3 cr.)

P: ENG-W 131. Intensive study of one writer, a group of writers, or a theme or form significant in the period.

ENG-L 332 Romantic Literature (3 cr.) P: ENG-W 131. British literature and culture in the age of Romanticism and the revolutionary era (ca. 1780-1830). Poetry, fiction, drama, and non-fiction writings from major and minor authors, such as Austen, Blake, Byron, Coleridge, Scott, the Shelleys, Keats, Wollstonecraft, and the Wordsworths.

ENG-L 335 Victorian Literature (3 cr.) P: ENG-W 131. A survey of English poetry and prose from approximately 1832 to 1900. Attention to figures like Tennyson, Browning, and Carlyle.

ENG-L 346 Twentieth-Century British Fiction (3 cr.)

P: ENG-W 131. 20th-century novel and its techniques and experiments, chiefly Lawrence, Joyce, Woolf, and recent novelists.

ENG-L 347 British Fiction to 1800 (3 cr.)

P: ENG-W 131. Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

ENG-L 348 Nineteenth-Century British Fiction (3 cr.)

P: ENG-W 131. Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

ENG-L 350 Early American Writing and Culture to 1800 (3 cr.)

P: ENG-W 131. Examination of a range of literary and cultural communications from the period of exploration and colonization of the Americas through

the Revolutionary era. Special attention paid to the interactions between rhetoric and history, and to religious, scientific, political, racial, and literary discourses.

ENG-L 351 American Literature 1800-1865 (3 cr.)

P: ENG-W131. Study of a range of texts from the formative period of the republic to the end of the Civil War. Special attention paid to the shifting definitions and constructions of U.S. American national and cultural identity, as affected by issues of race, environment, transatlantic exchanges, scientific discourse, and the emergence of women writers.

ENG-L 352 Critical and Historical Study of American Literature II (3 cr.) American writers 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

ENG-L 354 American Literature Since 1914 (3 cr.)

P: ENG-W 131. Study of modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

ENG-L 355 American Fiction to 1900 (3 cr.) P: ENG-W 131. Survey of a range of literary fiction in nineteenth-century America, examining a variety of forms including the novel, sketch, short story, as well as modes (Gothic, romance, sentimental, adventure). Attention will be paid to the historical, cultural, and political contexts in which canonical and lesser-known authors wrote.

ENG-L 357 Twentieth-Century American Poetry (3 cr.)

P: ENG-W 131. Examination of the general trends and important contributions found in the work of major and minor American poets.

ENG-L 358 American Literature from 1914 to 1960 (3 cr.)

P: ENG-W 131. Survey of literary expressions centered mainly in the first half of the twentieth century. Attention may be given to such literary movements as modernism and the Beats, as well as literature written by women and various ethnic populations.

ENG-L 366 Modern Drama: English, Irish, American, and Post-Colonial (3 cr.) P: ENG-W 131. Shaw, Synge, O'Neill, and other significant dramatists, such as Harold Pinter, Edward Albee, August Wilson, Athol Fugard, and Wole Soyinka.

ENG-L 369 Studies in British and American Authors (3 cr.)

P: ENG-W 131. Studies in single authors (such as Wordsworth and Melville), groups of authors (such as minority writers), and periods (such as American writers of the 1920s). Topics will vary from semester to semester.

ENG-L 371 Critical Practices (3 cr.) P: ENG-L 202.

Study of and practice in critical methodologies; can be focused on specific topics; may be repeated once for credit by departmental permission.

ENG-L 373 Interdisciplinary Approaches to English & American Literatures (3 cr.)

P: ENG-W 131 Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 378 Studies in Women and Literature (3 cr.)

P: ENG-W 131. British and American authors such as George Eliot, Gertrude Stein; groups of authors such as

the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.)

A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American-Indian literature.

ENG-L 381 Recent Writing (3 cr.) P: ENG-W 131.

Selected writers of contemporary significance. May include groups and movements (such as Black writers, poets of projective verse, new regionalists, Para journalists and other experiments in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets and critics; or any combination of groups.

ENG-L 384 Studies in American Culture (3 cr.)

P: ENG-W 131. Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Depression), with attention to the relations between literature, the other arts, and the intellectual milieu.

ENG-L 388 Studies in Irish Literature and Culture (3 cr.)

P: ENG-W 131. This course is an intensive classroom and on-site study of Irish culture and the literature it has produced.

ENG-L 390 Children's Literature (3 cr.) P: ENG-W 131.

Survey of a wide range (folk tales, fantasy, realistic fiction, poetry and picture books) of literature for children from the early years to junior high school. Readings from the classics of previous centuries and from the best modern works will be treated from the literary-critical perspective, from which pedagogical conclusions follow. Intended for English majors, for the general students, for teachers past and future, and for parents and librarians.

ENG-L 391 Literature for Young Adults (3 cr.) P: ENG-W 131.

Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to teenage readers.

ENG-L 395 British and American Film Stds (3 cr.)

P: ENG-W 131. Intensive study of specific topics related to film narratives; emphasis on American and/or British film as a cultural phenomenon. Topic varies.

ENG-L 406 Topics in African-American Literature (3 cr.)

P: ENG-W 131. Focuses on a particular genre, time, and period. Topics may include 20th-century African-American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

ENG-L 431 Topics in Literary Study (3 cr.) P: ENG-W 131.

Study of characteristics and development of literary forms or modes (e.g. studies in narrative, studies in romanticism). Topics vary from year to year.

ENG-L 433 Conversations with Shakespeare (3 cr.)

P: ENG-W 131. An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

ENG-L 450 Seminar: British and American Authors (3 cr.) P: ENG-W 131. Intensive study of a major author or a school, or closely-related authors.

ENG-L 495 Individual Reading in English (1-3 cr.)
P: Consent of instructor and department chair. May be repeated once for credit.

ENG-W 130 Principles of Composition (1-4 cr.) S/ F Grading. For students who need additional writing instruction while taking W131. Practice in various skills required for writing papers for a variety of purposes and audiences. Attention to sentence and paragraph structure.

ENG-W 131 Reading, Writing, Inquiry 1 (2-4 cr.)
P: Enrollment in ENG W131 requires co-enrollment in ENG-W 130; a score of 40 or higher on English placement test; completion of an AP English course in high school with C or higher; or AP English Exam with score of 3 or higher. Enrollment in ENG W131 requires co-enrollment in ENG-W 130; a score of 40 or higher on English placement test; completion of an AP English course in high school with C or higher; or AP English Exam with score of 3 or higher. W131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

ENG-W 132 Elementary Composition II (3 cr.)

ENG-W 202 English Grammar Review (1 cr.) Provides basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. No prior knowledge of grammar is assumed or required.

ENG-W 203 Creative Writing (3 cr.) Exploratory course in imaginative writing: fiction, poetry, and drama.

ENG-W 206 Introduction to Creative Writing (3 cr.) Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry, and drama.

ENG-W 209 Tutoring Writing: Principles and Practice (3 cr.) P: ENG-W 131, ENG-W 132, or instructor consent. An introduction to the process of peer tutoring and one-on-one instruction in writing composition.

ENG-W 210 Literacy and Public Life (3 cr.) P: ENG-W 131 This multidisciplinary survey course explores the intersections between different conceptions of literacy (i.e., cultural, political, technological) and the significant, formative narratives of American public life both past and present. Past topics include "The American Dream: A Multidisciplinary Journey from Jay Gatsby to Jay-Z."

ENG-W 215 Introduction to Rhetoric (3 cr.) Since its inception in the fifth century BCE, rhetoric has been a powerful force in public affairs, education, politics, and in the practice of civic life. Its impact on the epistemological foundations of Western societies cannot be overstated and, until around the middle of the nineteenth century,

rhetoric dominated formal education in Europe and the United States. To study the history of rhetoric is to catch a glimpse of the evolution of ideas, politics, and in short-ways of being together in the world as they have developed since the time of the ancient Greeks. This course will introduce you to some of the major figures and concepts in the history of rhetoric and rhetorical thought, beginning with rhetoric's emergence in Classical Greece as a systematic pedagogy and practice of civic participation (being together) and then moving on to some more recent conversations in rhetorical theory. In addition to studying rhetoric's rich history of ideas and figures-what we might call the "content" of rhetorical history-we will also be concerned with studying the connections among and between various theories of language, politics, culture, power, social identities, and civic action. Since rhetoric was originally conceived as above all a productive art, one of the guiding concerns of our discussions this semester will be to ask, "What might rhetoric do for us in our present circumstances?"

ENG-W 221 Writing in the Disciplines (3 cr.) An intermediate writing course focused on researching and writing longer, more substantive arguments, summaries, analysis papers, and multimodal projects on topics and issues related to the student's major area of academic interest.

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports, proposals, etc. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 260 Film Criticism (3 cr.) This course surveys the major schools of film criticism and applies these theories to contemporary films. Students may write in the manner of the different critical approaches studied. Schools of film criticism considered may include formalism, auteur theory, genre studies, and feminist film theory.

ENG-W 270 Argumentative Writing (3 cr.) Online Collaborative Course. Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

ENG-W 301 Writing Fiction (3 cr.) P: ENG-W 203, ENG-W 206, or permission of instructor. Further exploration in the art of fiction writing.

ENG-W 302 Screenwriting (3 cr.) A practical course in basic techniques of writing for film and television. Covers the essentials of dramatic structure, story development, characterization and theme, scene construction, dialogue, and, briefly, the practicalities of working as a screenwriter today.

ENG-W 303 Writing Poetry (3 cr.) P: ENG-W203, ENG-W206, their equivalents, or permission of the instructor. Further exploration in the art of poetry writing.

ENG-W 311 Creative Nonfiction (3 cr.) P: completion of 100-level writing requirements. Study and practice of the essay utilizing creative writing techniques. Genres such as memoir, personal essay, nature essay, segmented essay, critical essay, and literary journalism will be studied.

ENG-W 315 Writing for the Web (3 cr.) Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers - hypertext, electronic mail, and computer conferencing - and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.

ENG-W 321 Advanced Technical Writing (3 cr.) P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 350 Advanced Expository Writing (3 cr.) P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own writing and into the writing of others.

ENG-W 365 Theories and Practices of Editing (3 cr.) P: ENG-W 131. Students examine the workplace roles of editors while developing their own editing skills. Topics include editorial practices, style, grammar, ethics, and resources for editing.

ENG-W 368 Research Materials and Methods (3 cr.) P: ENG-W 131. Introduction to information sources and research methods in English studies, textual studies, and digital humanities. Explores databases, concordances, bibliographies, archives, electronic text editing, text encoding and analysis, and other online and library sources. Emphasis on locating, analyzing, and evaluating relevant and credible sources as the basis for effective research.

ENG-W 395 Individual Study of Writing (3 cr.) This class is a variable topics course focusing on creative writing in a wide variety of forms. A recent version of this course was "Writing Novels."

ENG-W 398 Internship in Writing (0-3 cr.) P: Consent of instructor. Internship in the Writing Center, designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

ENG-W 400 Issues in Teaching Writing (3 cr.) Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

ENG-W 411 Directed Writing (1-3 cr.) Individualized project assigned by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

ENG-L 498 Internship in English (0-3 cr.) P. Major standing, minimum GPA of 3.0, 12 credit hours in English

at 200 level or above (including ENG-L 202), prior arrangement with faculty member or editor. Supervised experience in various English department positions, in editing, or in approved work setting. May be repeated once for a maximum of 6 credit hours; only 3 credit hours may count toward the major.

ENG-X 395 Global Experience in English (1-4 cr.) International experience in English, usually taken in combination with another English course. Topics vary from semester to semester.

ENG-Z 104 Language in Our World (3 cr.) This course explores the power and importance of language in our everyday lives and looks at how language unites and separates us culturally, politically, socially, and psychologically.

Graduate English Courses

ENG-L 503 Teaching of Literature in College (2-4 cr.) Classroom teaching of literature in the light of current approaches.

ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.) Online Collaborative Course. The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

ENG-L 553 Studies in Literature (3 cr.) Variable topics at the graduate level related to the study of literature.

ENG-L 635 Readings in American Ethnic Literature and Culture (4 cr.) In-depth or comparative study of African-American, Asian American, Latino/a, Chicano/a, Native American, and/or other American ethnic literature and culture.

ENG-L 643 Readings in Colonial and Postcolonial Literatures (4 cr.) Study of literature within the historical, cultural and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of particular nations, or postcolonial theory.

ENG-L 646 Readings in Media/Literature/Culture (4 cr.) Online Collaborative Course. Introductory study of issues in literary editing, textual culture, or digital humanities.

ENG-W 500 Teaching Composition: Issues and Approaches (4 cr.) Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG-W 509 Writing and Literary Studies (4 cr.) Online Collaborative Course. This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 600 Topics in Rhetoric and Composition (4 cr.) Covers selected issues in current composition and rhetorical theory.

Folklore

FOLK-F 101 Introduction to Folklore (3 cr.) A view of the main forms and varieties of folklore and folk expression in tales, ballads, myth, legends, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in human society.

French

FREN-F 111 Elementary French I (4 cr.) Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 112 Elementary French II (3 cr.) P: FREN-F 111 or equivalent. Continuation of FREN-F 111. Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 203 Second Year French I (3 cr.) P: FREN-F 112 or equivalent. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 204 Second Year French II (3 cr.) P: FREN-F 203 or equivalent. Continuation of FREN-F 203. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 260 French Lit & Civilization (3 cr.) Readings of representative literature from period chosen, their political, social and philosophical background, and parallel trends in the arts and music. Lectures in English. Readings in English.

German

GER-G 111 Elementary German I (4 cr.) Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 112 Elementary German II (4 cr.) P: GER-G 111 or equivalent. Continuation of GER-G 111. Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 203 Second Year German I (3 cr.) P: GER-G 112 or equivalent. Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 204 Second Year German II (3 cr.) P: GER-G 203 or equivalent. Continuation of GER-G 203 Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 306 Introduction to German Literature (3 cr.) P: GER-G 204 or equivalent. Study of a single literary theme (such as music, generational conflict, love, revolution) as represented in two or more periods. Conducted in German.

GER-G 363 Introduction to German Cultural History (3 cr.) P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context.

Spanish

SPAN-S 104 Spanish for Travel and Tourism (3 cr.) This course is intended for students with no experience or beginning-level Spanish who are interested in learning practical Spanish for travel.

SPAN-S 111 Elementary Spanish I (4 cr.) Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 112 Elementary Spanish II (4 cr.) P: SPAN-S 111 or equivalent. Continuation of SPAN-S 111. Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 160 Spanish for Health Care Personnel (3 cr.) Students learn to explain procedures, medication, and diagnoses when faced with a variety of medical situations involving Spanish-speaking patients and families. Through a series of vocabulary, grammar information, illustrations, dialogues, exercises, and cultural notes, the course prepares health professionals to communicate better with Spanish-speaking patients. May be taken concurrently with other Spanish language courses but cannot serve as a replacement for any of these courses and does not satisfy the School of Humanities and Social Sciences foreign language requirement.

SPAN-S 203 Second-Year Spanish I (3 cr.) P: SPAN-S 112 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings.

SPAN-S 204 Second-Year Spanish II (3 cr.) P: SPAN-S 203 or equivalent. Continuation of SPAN-S 203. Discussions in Spanish of contemporary Spanish literature. Practice in composition both semesters.

SPAN-S 275 Hispanic Culture and Conversation (3 cr.) Practice of language skills through reading and discussion of Hispanic culture. Discusses facets of popular culture, diversity of the Spanish speaking world, and themes of social and political importance. Prior knowledge of Spanish not required.

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 204 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

SPAN-S 312 Written Composition in Spanish (3 cr.) P: SPAN-S 204 or equivalent. This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

SPAN-S 315 Spanish in the Business World (3 cr.) Introduction to the technical language of the business world with emphasis on problems of style, composition, and translation in the context of Hispanic mores.

SPAN-S 317 Spanish Conversation and Diction (3 cr.)

P: SPAN-S 204 or equivalent. Practice of conversation in Spanish with emphasis on pronunciation, vocabulary development, and fluency.

SPAN-S 325 Spanish for Teachers (3-4 cr.) Focuses on major problem areas of teaching Spanish. Includes review, exercises, and work in pronunciation accompanied by intensive individual practice.

SPAN-S 360 Introduction to Hispanic Literature (3 cr.)

Study of literature in Spanish. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis.

Graduate

SPAN-T 550 Hispanic Studies (3 cr.) In this course, students will increase their Spanish language and intercultural competences through the study of topics related to the history and cultural diversity of the Hispanic world.

Master of Arts in English - Online Collaborative

The IU Online Master of Arts in English provides broad training in the primary areas of English studies.

As a student in the program, you explore the core principles of writing and literature pedagogy, the linguistic structure and history of English literature, and a wide variety of reading strategies associated with genre and close reading. You gain skills and knowledge to conduct archival research, develop analytical and presentation skills through the focused study of literature in a seminar format, and acquire an appreciation of current trends in the field of digital humanities.

Specific areas of focus include:

- Linguistic structures and history of the English language
- Reading strategies and literary practices, such as close reading, analysis of style, form and genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and the development and organization of argument
- Fostering discussion and developing presentation skills in a seminar setting
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

The MA in English has a two-part "stackable" structure.

- You first complete an online, 20-credit-hour graduate certificate in Literature, Language and Literature, Composition Studies (Part 1), or . The certificate allows you to acquire specialized knowledge.
- After you successfully complete one of the certificates, you take an additional 16 credits of master's-level coursework that extends the breadth and depth of your knowledge.

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The stackable structure of the MA in English is ideal for dual-credit and community college teachers who need to meet the Higher Learning Commission's instructor qualification standards. These standards require teachers to hold either a master's degree in their area of instruction or a master's degree in another discipline plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than your discipline of instruction, you can meet HLC's standards by completing one of the online certificates.
- If you need both discipline-specific coursework and a master's degree, the MA in English meets HLC standards and provides a comprehensive program of study in English.

Your IU Online MA in English prepares you for such careers as:

- High school dual-credit English teacher
- High school dual-credit literature teacher
- Community college instructor
- Other professions that value critical analysis, strong communication skills, and clarity of expression

This 100 percent online, consortial program is taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Part I: Completion of one of the following three Graduate Certificate options (20 credits)**Option 1 - Graduate Certificate in Literature - students must complete five graduate courses for 20 cr.****Introductory Course - Teaching Literature at the College Level**

- ENG-L 503 Teaching of Literature in College

History, Methods, and Practice of Literary Study

- ENG-L 553 Studies in Literature (4 cr.)

Course on the History and Development of the English Language or English Literature -

One of the following -

- ENG-D 600/ENG-G 655 History of the English Language (4 cr.)
- ENG-L 639 English Fiction To 1800 (4 cr.)
- ENG-L 641 English Literature 1790-1900 (4 cr.)
- ENG-L 660 Studies In British and American Literature (4 cr.)
- ENG-L 681 Genre Studies (4 cr.)

Two Electives -

- any two ENG-L courses (in addition to L 503 and L 553) (4 cr. each)

Option 2 - Graduate Certificate in Language and Literature - students must complete five graduate courses for 20 cr.**Introductory Course—Graduate Composition Studies**

One of the following -

- ENG-W 500 Teaching Composition (4 cr.)

- ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.)

Introductory Course—Teaching Literature at the College Level

- ENG-L 503 Teaching of Literature in College (4 cr.)

Course on the History and Development of the English Language or English Literature

One of the following -

- ENG-D 600/ENG-G655 History of the English Language (4 cr.)
- ENG-L 639 English Fiction To 1800 (4 cr.)
- ENG-L 641 English Literature 1790-1900 (4 cr.)
- ENG-L 660 Studies In British and American Literature (4 cr.)
- ENG-L 681 Genre Studies (4 cr.)

Writing Pedagogy for College Instructors

One of the following -

- ENG-W 508 Graduate Creative Writing for Teachers (4 cr.)
- ENG-W 554 Practicum: Teaching of Creative Writing (4 cr.)
- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)
- ENG-W 682 Special Topics in Rhetoric and Composition (4 cr.)

One Elective

- any ENG-L 500/600 course (4 cr.)

Option 3 - Graduate Certificate in Composition Studies - students must complete five graduate courses for 20 cr.

Introductory Course--Graduate Composition Studies

One of the following -

- ENG-W 500 Teaching Composition (4 cr.)
- ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.)

Stylistics

One of the following -

- ENG-G 660 Stylistics (4 cr.)
- ENG-L 646 Readings in Media, Literature, and Culture (4 cr.)

Applied Writing Pedagogy

One of the following -

- ENG-W 510 Computers in Composition (4 cr.)
- ENG-W 553 Theory and Practice of Exposition (4 cr.)
- ENG-W 590 Teaching Composition: Theories & Applications (4 cr.)
- ENG-W 620 Advanced Argumentative Writing (4 cr.)

Writing Pedagogy for College Instructors

One of the following -

- ENG-W 501 Practicum on the Teaching of Composition in College (4 cr.)
- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)

Rhetoric Seminar or Capstone

One of the following -

- ENG-R 546 Rhetoric and Public Culture (4 cr.)

- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)
- ENG-W 682 Special Topics in Rhetoric and Composition (4 cr.)

Part II: Additional Coursework for the M.A. in English (16 credits)

To earn the Master of Arts in English, students must complete four additional graduate courses for 16 credits.

Two Courses in Core Skills and Methods of Advanced Literary Study

Complete two courses chosen from the following list (8 credits) (cannot duplicate certificate enrollments)

- ENG-G 500 Introduction to the English Language (4 cr.)
- ENG-L 506 Introduction to the Methods of Criticism and Research (4 cr.)
- ENG-L 646 Readings in Media, Literature, and Culture (4 cr.)
- ENG-R 546 Rhetoric and Public Culture (4 cr.)
- ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.)

Electives Courses (8 credits)

- Complete any two ENG-X 500/600 level courses. (4 cr. each)

May include by permission only, ENG-W 609 Independent Writing

Graduate Certificate in Composition Studies - Online Collaborative

As a student in the IU Online Graduate Certificate in Composition Studies, you explore the core principles of writing and literature. You learn to teach students to craft sound arguments using close attention to logic, context, and audience. You also develop a fluency with the current debates, schools, and theories of writing instruction.

Areas of focus include:

- Contemporary theory on the pedagogy of composition and literature
- Linguistic structures and history of the English language
- Reading strategies and literary analysis, with attention to close reading, style, form, genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and the development and organization of argument
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The Graduate Certificate in Composition Studies is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers

wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in another discipline, you can meet HLC standards by completing the 20 credit hour Graduate Certificate in Composition Studies.
- If you plan to pursue the , you may apply the 20 credit hours from the Graduate Certificate in Composition Studies toward the master's degree.

Your IU Online Graduate Certificate in Composition Studies prepares you for such careers as:

- Composition dual-credit teacher (high school)
- Composition instructor (community college)

This 100 percent online, consortial program is taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements

To enroll in this program, you must possess either a BA in English (or related bachelor's degree in education with an English specialization, concentration, or outside area) or two years of secondary teaching experience in literature or composition classes. To earn the Graduate Certificate in Composition Studies, you must complete five graduate courses for 20 credit hours.

NOTE: If you choose to pursue the , these certificate courses may apply to ("stack into") your degree requirements. Admission to the Certificate in Composition Studies does not constitute admission into any of the face-to-face graduate programs in English at the participating campuses.

Admissions

To be accepted to this program, you must have:

1. A bachelor's degree

To enroll in this program, you must possess either a BA in English (or related bachelor's degree in education with an English specialization, concentration, or outside area) or two years of secondary teaching experience in literature or composition classes.

2. 3.0 GPA or above on a 4.0 scale

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

To apply to this program:

Complete an online application that includes:

- Transcripts
- 250-word personal statement explaining background and reasons for entering the program
- TOEFL scores (international students only)

Course Requirements - Complete one from each category. (20 cr.)

1. Introductory Course

- ENG-W 500 Teaching Composition (4 cr.)
- ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.)

2. Stylistics

- ENG-G 660 Stylistics (4 cr.)
- ENG-L 646 Readings in Media, Literature, and Culture (4 cr.)

3. Applied Writing Pedagogy

- ENG-W 510 Computers in Composition (4 cr.)
- ENG-W 553 Theory and Practice of Exposition (4 cr.)
- ENG-W 590 Teaching Composition: Theories and Applications (4 cr.)
- ENG-W 620 Advanced Argumentative Writing (4 cr.)

4. Writing Pedagogy for College Instructors

- ENG-W 501 Practicum on Teaching of Composition in College (4 cr.)
- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)

5. Rhetoric Seminar or Capstone

- ENG-R 546 Rhetoric and Public Culture (4 cr.)
- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)
- ENG-W 682 Special Topics in Rhetoric and Composition (4 cr.)

Graduate Certificate in Language and Literature - Online Collaborative

The IU Online Graduate Certificate in Language and Literature provides training in the core principles of writing and literature. As a student in this program, you learn to teach students how to craft sound arguments using close attention to logic, context, and audience. You also develop a fluency with the current debates, schools, and theories of writing instruction.

Specific areas of focus include:

- Contemporary theory on the pedagogy of composition and literature
- Linguistic structures and history of the English language
- Reading strategies and literary analysis, with attention to close reading, style, form, genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and the development and organization of argument
- Fostering discussion and developing presentation skills in a seminar setting
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

Of Special Interest to Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The Graduate Certificate in Language and Literature is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-

credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in another discipline, you can meet HLC standards by completing the 20 credit hour Graduate Certificate in Language and Literature.
- If you plan to pursue the IU Online MA in English or the IU Online Master of Liberal Studies, you may apply the 20 credit hours from the Graduate Certificate in Language and Literature toward the master's degree.

Your IU Online Graduate Certificate in Language and Literature prepares you for such careers as:

- Composition and/or literature dual-credit teacher (high school)
- Composition and/or literature instructor (community college)

This 100 percent online, consortial program is taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements

To earn the Graduate Certificate in Language and Literature, students must complete 20 credit hours of coursework as follows:

1. Introductory Course: Graduate Composition Studies (4 cr.)

Complete one of the following:

- ENG-W 500 Teaching Composition: Issues & Approaches (4 cr.)
- ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.)

2. Introductory Course: Teaching Literature at the College Level (4 cr.)

- ENG-L 503 Teaching of Literature in College (4 cr.)

3. History and Development of English Language and Literature#(4 cr.)

Complete one of the following:

- ENG-D 600/ENG-G 655 History of the English Language (4 cr.)
- ENG-L 639 English Fiction To 1800 (4 cr.)
- ENG-L 641 English Literature 1790-1900 (4 cr.)
- ENG-L 660 Studies In British and American Literature (4 cr.)
- ENG-L 681 Genre Studies (4 cr.)

4. Writing Pedagogy for College Instructors (4 cr.)

Complete one of the following:##

- ENG-W 508 Graduate Creative Writing for Teachers (4 cr.)
- ENG-W 554 Practicum: Teaching of Creative Writing (4 cr.)

- ENG-W 600 Topics in Rhetoric and Composition (4 cr.)
- ENG-W 682 Special Topics in Rhetoric and Composition (4 cr.)

5. Certificate Elective (4 cr.)

- ENG-L 500/600 Any ENG-L advisor-approved course (4 cr.)

Graduate Certificate in Literature - Online Collaborative

As a student in the IU Online Graduate Certificate in Literature, you explore the core principles of literature. You learn to teach students how to read and analyze texts and contexts and to write literary analysis. You also develop a fluency with current literary debates and theories of instruction.

Specific areas of focus include:

- Contemporary theory on the pedagogy of composition and literature
- Linguistic structures and history of the English language
- Reading strategies and literary analysis, with attention to close reading, style, form, genre, and rhetorical practices
- Approaches to composition and writing instruction, including the identification and evaluation of sources, use of evidence, generation of ideas, and development and organization of argument
- Fostering discussion and developing presentation skills in a seminar setting
- Developing archival research skills and facility with electronic resources
- Developments, trends, and frontiers in the digital humanities

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The Graduate Certificate in Literature is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in another discipline, you can meet HLC standards by completing the 20 credit hour Graduate Certificate in Literature.
- If you plan to pursue the IU Online MA in English, you may apply the 20 credit hours from the Graduate Certificate in Literature toward the master's degree.

Your IU Online Graduate Certificate in Literature prepares you for such careers as:

- Literature dual-credit teacher (high school)
- Literature instructor (community college)

This 100 percent online, consortial program is taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements

To earn the Graduate Certificate in Literature, students must complete 20 credit hours of coursework as follows:

1. Introductory Course - Teaching Literature at the College Level (4 cr.)

- ENG-L 503 Teaching of Literature in College (4 cr.)

2. History, Methods, and Practice of Literary Study (4 cr.)

- ENG-L 553 Studies in Literature (4 cr.)

3. Course on the History and Development of the English Language or English Literature (4 cr.)

Complete one of the following:

- ENG-D 600/ENG-G 655 History of the English Language (4 cr.)
- ENG L 639 English Fiction To 1800 (4 cr.)
- ENG L 641 English Literature 1790-1900 (4 cr.)
- ENG L 660 Studies In British and American Literature (3-4 cr.)
- ENG L 681 Genre Studies (4 cr.)

4. Certificate Electives - (8 cr.)

- ENG-L class at the 500/600 level (4 cr.)
- ENG-L class at the 500/600 level (4 cr.)

Graduate Certificate in Spanish- Online Collaborative

IU Online's Graduate Certificate in Spanish offers advanced-level instruction in the Spanish language, as well as Hispanic culture, literature, and linguistics. This program may be of special interest to K-12 Spanish teachers, or anyone looking to improve their mastery of the language.

As a student in this program, you enhance your language proficiency and teaching techniques;#study current research on effective pedagogical strategies and foreign language instruction; and#enhance your intercultural competence in order to promote student engagement with the Hispanic world.

Your IU Online Graduate Certificate in Spanish prepares you for such careers as:

- Spanish teacher or instructor
- Linguist, bilingual consultant, or translator
- Foreign correspondent
- Technical writer
- Proofreader/editor

This 100 percent online program is taught by IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The Graduate Certificate in Spanish is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses to hold either a master's degree in their area of instruction or a master's degree in another

discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

If you hold a master's degree in another discipline, you can meet HLC standards by completing the 18-credit hour Graduate Certificate in Spanish.

Degree Requirements

To earn a Graduate Certificate in Spanish, you must complete 18 credit hours.

- SPAN-T 510 Second Language Acquisition for Spanish Instruction (3 cr.)
- SPAN-T 520 Spanish Writing and Grammar (3 cr.)
- SPAN-T 530 Spanish through Cultural Expressions (3 cr.)
- SPAN-T 540 Spanish Phonetics (3 cr.)
- SPAN-T 550 Topics in Hispanic Studies (3 cr.)
- SPAN-T 560 Hispanic Sociolinguistics (3 cr.)

Certificate in Professional Writing

To be successful in today's digital workplace, writers must be masters of many genres and media: memos, emails, proposals, reports, multimodal presentations, and a wide variety of digital media. They must also be able to shift their focus efficiently and effectively—writing for different audiences and adapting information and research accordingly—and capable of researching, summarizing, and reporting on complex ideas in ways that are understandable by diverse audiences. The PWC is a 12-credit-hour certificate program that provides students with the skills necessary to write effectively for the workplace, for the web, and for advanced study in graduate and professional school. Students take three core courses and one elective from the list below. All courses are three credit hours unless otherwise noted.

Core Courses (choose 3) 9 cr.

- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 315 Writing for the Web (3 cr.)
- ENG-W 365 Technical Editing (3 cr.)

Electives: (choose 1) 3 cr.

- ENG-W 210 Literacy and Public Life (3 cr.)
- ENG-W 215 Intro to Rhetoric (3 cr.)
- ENG-W 221 Writing in the Disciplines (3 cr.)
- ENG-W 302 Screenwriting (3 cr.)
- ENG-W 311 Writing Creative Nonfiction (3 cr.)
- ENG-W 321 Advanced Technical Writing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)

Professional Writing Minor

To be successful in today's digital workplace, writers must be masters of many genres: memos, emails, proposals, reports, multimodal presentations, and a wide variety of digital media. They must also be able to shift their focus efficiently and effectively—writing for different audiences and adapting information and research accordingly—and capable of researching, summarizing, and reporting on complex ideas in ways that are understandable by diverse audiences. The PWM is a 15-credit-hour minor that provides students with the skills necessary to write effectively for the workplace, for the web, and for advanced study in graduate and professional school. Students take three core courses and two electives from

the list below. All courses are three credit hours unless otherwise noted.

Core Courses: (required) 9 cr.

- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 315 Writing for the Web (3 cr.)
- ENG-W 365 Technical Editing (3 cr.)

Electives: (choose 2) 6 cr.

- ENG-W 210 Literacy and Public Life (3 cr.)
- ENG-W 215 Introduction to Rhetoric (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- ENG-W 398 Internship in Writing (3 cr.)*

*Internship must be three credit hours if taken as an elective for the PWM.

Creative Writing Minor

The Creative Writing Minor allows students to develop the necessary skills to write original poetry, fiction, creative nonfiction, drama, or screenwriting. Students engage in both the critical analysis and creative practice of writing that hone their self-expression, artistic technique, and modes of communication. These are all desirable skills that will complement any primary field of study. The Creative Writing Minor also provides a space for students who are looking for a way to stimulate their creativity.

The minor consists of 15 credit hours including:

Core Courses: (required) (9 cr.)

Note: Prerequisites: ENG-W 131 (3 cr.)

- ENG-W 206 Introduction to Creative Writing (3 cr.)
- ENG-W 301 Fiction Writing (3 cr.)
- ENG-W 303 Poetry Writing (3 cr.)

Electives Courses: (choose two) (6 cr.)

- ENG-W 260 Film Criticism (3 cr.)
- ENG-W 302 Screenwriting (3 cr.)
- ENG-W 311 Creative Nonfiction (3 cr.)
- ENG-W 315 Writing for the Web (3 cr.)
- ENG-W 395 Individual Study of Writing (3 cr.)
- ENG-W 398 Internship in Writing (0-3 cr.)

Film Studies Minor

This versatile minor offers the study of films through multiple modes, allowing students to write films, write about films, and study films from several different critical points of view and an array of genres. Students will learn how to "read" film and gain greater insight into how films are created and how they can become the object of academic study. The Film Studies Minor consists of three categories, and you must choose from each category. The minor can be earned with 15 credit hours.

Required Core Course:

- CMLT-C 190 Introduction to Film Studies (3 cr.)

1. Theory, Aesthetics, and Genre: Choose 1 for 3 cr.

- CMLT-C 297 Film Genres (3 cr.)
- CMLT-C 391 Film Theory and Aesthetics (3 cr.)
- CMLT-C 392 Genre Study in Film (3 cr.)

2. Writing and Film: Choose 1 for 3 cr.

- ENG-W 260 Film Criticism (3 cr.)
- ENG-W 302 Screenwriting (3 cr.)

3. Film Electives: Choose 2 for 6 cr.

- CMLT-C 390 Film and Society (3 cr.)
- CMLT-C 395 The Documentary Film (3 cr.)
- ENG-L 295 American Film Culture (3 cr.)
- ENG-L 394 Film and Literature (3 cr.)
- ENG-L 395 British and American Film Studies (3 cr.)

Spanish Minor

Spanish is one of the most-widely spoken languages in the world. Students who combine the Spanish Minor with their main area of study enhance their career opportunities in fields that benefit from the study of Spanish such as teaching, health care, social work, international business, travel, hospitality, communications. The Spanish minor also prepares students for study abroad and/or graduate and professional programs, as well as provides students with a unique perspective on the Spanish language and its many diverse cultures. Other benefits include a greater awareness and participation in a multicultural world and being able to communicate effectively when traveling and learning in foreign countries.

The Spanish Minor consists of 12 credit hours. Other elective courses may be added to this list; consult the Spanish Minor coordinator, a faculty member in Spanish, or an academic advisor for more information. SPAN-S 325 may not be used to satisfy more than one category (required or electives). Students are required to take a minimum of 9 credit hours on the IU Kokomo campus.

Prerequisite Course

SPAN-S 204 Second Year Spanish II (3 cr.)

Core Courses

Choose 2 for 6 cr.

- **SPAN-S 275** Hispanic Culture (3 cr.) [this course does not require a knowledge of Spanish] **or** **SPAN-S 325** Oral Spanish for Teachers (3 cr.) This course may be used to satisfy a required course or an elective, not both.
- SPAN-S 311 Spanish Grammar (3 cr.)
- SPAN-S 312 Spanish Composition (3 cr.)

Electives

Choose 2 for 6 cr.

- SPAN-S 317 Spanish Conversation and Diction (3 cr.),
- SPAN-S 360 Introduction to Hispanic Literature (3 cr.). This course does not require a knowledge of Spanish.
- SPAN-S 325 Oral Spanish for Teachers (3 cr.). This course may be used to satisfy a required course or an elective, not both.

Bachelor of Science in Spanish-Online Collaborative

Did you know that Spanish is the official language in 20 countries around the world? And that here in the US, about 13.5 percent of the population speaks Spanish at home. IU Online's Bachelor of Science in Spanish offers a rigorous curriculum that develops your language

proficiency, cultural facility, and professional competence in Spanish.

There are four tracks to choose from:

1. Spanish for Business (18 credit hours)
2. Spanish for Medical Communication (18 credit hours)
3. Hispanic Cultures for Travel and Tourism (18 credit hours)
4. Hispanic Cultures in the US (18 credit hours)

The tracks allow you to apply your command of the Spanish language and knowledge of Hispanic culture in a variety of real-world settings.

Admissions

Students who meet the admission standards of their home campus (campus of enrollment) will be admitted directly into the B.S. in Spanish.

Career Outcomes

Employment opportunities in Spanish-related careers are expected to continue growing well above average for the next 10 years at the state, regional, and national level. Your IU Online B.S. in Spanish prepares you to work in such positions as:

- Meeting, convention, and event planner
- Public relations specialist
- Sales manager
- Training manager
- General/operations manager
- Interpreter, translator, medical communications
- Human resources specialist

Degree Requirements

To earn a Bachelor of Science in Spanish, you must complete 120 credit hours. You can transfer up to 60 previously earned credit hours. Requirements for the BS in Spanish are broken down as follows:

1. Core courses (6 credit hours)
2. Major courses (24 credit hours)
3. Capstone course (3 credit hours)
4. Track courses (18 credit hours)
5. General education and elective courses (as needed to total 120 credit hours)

Students must complete all eight components of the major as listed below:

1. Core: (6 cr.)

A. Intermediate Spanish I - complete 1 course

- SPAN-S 200 Second-Year Spanish I (3 cr.) **or**
- SPAN-S 203 Second-Year Spanish I (3 cr.)

B. Intermediate Spanish II - complete 1 course

- SPAN-S 250 Second-Year Spanish II (3 cr.) **or**
- SPAN-S 204 Second-Year Spanish II (3 cr.)

2. Major: (24 cr.)

C. Spanish Conversation - Choose 1

- SPAN-S 275 Hispanic Culture and Conversation (3 cr.) **or**
- SPAN-S 317 Spanish Conversation and Diction (3 cr.)

D. Spanish Grammar and Composition - Choose 1

- HISP-S 308 Composition and Conversation in Spanish (3 cr.) **or**
- SPAN-S 311 Spanish Grammar (3 cr.) **or**
- SPAN-S 313 Writing Spanish I (3 cr.) **or**
- SPAN-S 312 Written Composition in Spanish (3 cr.)

E. Literary Analysis in Spanish - Choose 1

- SPAN-S 301 Hispanic World I (3 cr.) **or**
- SPAN-S 302 Hispanic World II (3 cr.) **or**
- SPAN-S 360 Introduction to Hispanic Lit (3 cr.)

F. Upper-Level Coursework Spanish—Applied and Cultural - Choose 5

- SPAN-S 315 Spanish in the Business World (3 cr.)
- SPAN-S 319 Spanish for Healthcare Personnel (3 cr.)
- SPAN-S 323 Introduction to Translation (3 cr.)
- SPAN-S 326 Intro to Spanish Linguistics (3 cr.)
- SPAN-S 363 Intro A La Cultura Hispanica (3 cr.)
- SPAN-S 370 Service Learning in the Dominican Republic (3 cr.)
- SPAN-S 381 Hispanic Civilization I (3 cr.)
- SPAN-S 382 Hispanic Civilization II (3 cr.)
- SPAN-S 383 Hispanic Civilization III (3 cr.)
- SPAN-S 384 Hispanic Civilization IV (3 cr.)
- SPAN-S 390 Special Topics in Spanish (3 cr.)
- SPAN-S 411 Spanish Culture and Civilization (3 cr.)
- SPAN-S 412 Latin American Culture and Civilization (3 cr.)
- SPAN-S 413 Hispanic Culture in the U.S. (3 cr.)
- SPAN-S 423 The Craft of Translation (3 cr.)
- SPAN-S 426 Intro to Spanish Linguistics (3 cr.)
- SPAN-S 429 Medical Interpreting (3 cr.)
- SPAN-S 468 Varieties of Spanish (3 cr.)
- SPAN-S 493 Internship Program in Spanish (3 cr.)

****Students should select at least one upper-level course that also satisfies one of the requirements for the Applied Spanish tracks described below. See Track Requirements below:**

3. Capstone: (3 cr.)

G. B.S. Spanish Capstone (3 cr.)

- SPAN-S 498 Capstone Seminar in Spanish (3 cr.)

4. Track Courses (18 cr.)

H. Applied Spanish Tracks (18 unique cr.)

Each track consists of six classes. The first two courses also count in one of the upper-level courses taught in Spanish, which also counts as two of the six classes required to satisfy requirement, "F". The remaining four courses on topical courses taught in English that relate to the focus of the track.

Students complete one of the following four Applied Spanish tracks:

Track Option #1: Medical Communication in Spanish (6 classes/18 cr)

- AHLT-B 311 Systems of Healthcare Delivery (3 cr.) **or**

- BUS-H 320 Systems of Healthcare Delivery (3 cr.)
- AHLT-R 185 Medical Terminology (3 cr.) **or**
 - HIM-M 195 Medical Terminology (3 cr.)
- CMCL-C 427 Cross-Cultural Communication (3 cr.) **or**
 - SPCH-S 427 Cross-Cultural Communication (3 cr.)
- SPAN-S 319 Spanish for Healthcare Personnel (3 cr.)
- SPAN-S 429 Medical Interpreting (3 cr.)
- SPEA-H 452 Health Disparities (3 cr.)

Track Option #2: Spanish in the Business World (six classes/18 cr)

Complete six classes:

- BUS-D 300 International Business Administration (3 cr.) **or**
 - D301 International Business Administration (3 cr.)
- SPAN-S 315 Spanish in the Business World (3 cr.)
- SPAN-S 323 Introduction to Translation (3 cr.) **or**
 - SPAN-S 410 Contemporary Hispanic Culture and Conversation (3 cr.)
- SPCH-S 333 Public Relations (3 cr.)
- SPCH-S 335 Presentations in Professions (3 cr.)
- SPCH-S 427 Cross-Cultural Communication (3 cr.) **or**
 - CMCL-C 427 Cross-Cultural Communication (3 cr.)

Track Option #3 Hispanic Culture for Travel and Tourism (six classes/18 cr)

Spanish/Hispanic Culture Courses Taught in Spanish

- SPAN-S 363 Intro A La Cultura Hispanica (3 cr.)
- SPAN-S 390 Special Topics Spanish (3 cr.)
- SPAN-S 370 Service Learning in the Dominican Republic (3 cr.)
- SPAN-S 495 Hispanic Colloquium (3 cr.)

Choose 4

- SPCH-S 427 Cross-Cultural Communication (NW, SB, KO) (3 cr.)
- TESM-T 107 Tourism Planning and Development (3 cr.)
- TESM-T 207 Tourism, Policy, and Sustainability (3 cr.)
- TESM-T 234 Cultural Heritage Tourism (3 cr.)

Track Option #4: Hispanic Culture in the U.S. (six classes/18 cr)

Choose 2 Spanish/Hispanic Culture Courses Taught in Spanish

- SPAN-S 318 Writing Spanish for Heritage Speakers (3 cr.)
- SPAN-S 363 Intro A La Cultura Hispanica (3 cr.)
- SPAN-S 412 Spanish America: The Cultural Context (3 cr.)
- SPAN-S 413 Hispanic Culture in the U.S. (3 cr.)
- SPAN-S 440 Hispanic Sociolinguistics (3 cr.)

- SPAN-S 468 Varieties of Spanish (3 cr.)

Choose 4 Spanish/Hispanic Culture Courses Taught in English

- LATS-L 228 U.S. Latino/a Identities (3 cr.)
- LATS-L 350 Contemporary Issues in Latino Studies (3 cr.)
- LATS-L 396 Topics in Latino Studies (3 cr.)
- SPAN-S 260 Introduction to Hispanic Film (Taught in English) (3 cr.)
- SPAN-S 231 Spanish-American Fiction in Translation (Taught in English) (3 cr.)
- SPAN-S 284 Women in Hispanic Culture (Taught in English) (3 cr.)
- SPAN-S 290 Topics in Hispanic Culture (Taught in English) (3 cr.)
- SPAN-S 303 The Hispanic World (3 cr.)
- SPAN-S 390 Special Topics in Spanish (Taught in Spanish) (3 cr.)

5. General education and elective courses (as needed to total 120 credit hours)

Spanish Certificate

Students can earn a certificate in Spanish by completing the Humanities and Social Sciences requirement of:

Core Courses (or placement test):

- SPAN-S 111
- SPAN-S 112
- SPAN S 203
- SPAN-S 204

Required:

- SPAN - S275 or SPAN- S325

Choose 1 elective at the 300 or 400 level

Department of History, Political Science, and Philosophy

Chair: Andrew McFarland

Professors: Sarah Heath, Andrew McFarland

Associate Professors: Peter Sposato

Assistant Professor: Andy Tuholski

Senior Lecturer: Scott Blackwell

Lecturer: Christopher Buckman

Bachelors Degrees

- Bachelor of Arts in History/Political Science
- Bachelor of Science in History/Political Science

Minors

- History
- Philosophy
- Political Science

IU Regional Online Collaborative Degree

- Bachelor of Arts in History
- Master of Arts in History
- Master of Arts in Political Science

IU Regional Online Collaborative Graduate Certificates

- Grad Cert in History
- Grad Cert in Political Science

IU Regional Online Collaboration for Masters of Arts for Teachers Degrees in:

- History
- Political Science

Courses

Undergraduate courses

Bachelor of Arts in History/Political Science

The Bachelor of Arts degree in History/Political Science is an undergraduate program that provides students with an opportunity to concentrate in History, Political Science, or Law and Society. The degree prepares students for a wide array of employment possibilities in government, public administration, public history and museums as well as post-graduate opportunities in law, history, political science and public administration.

Requirements:

See "Degree Requirements" Section under "Humanities and Social Sciences". The History/Political Science major consists of 30 credit hours that must be completed with a grade of C– or better in each course. See a History/Political Science advisor for additional information concerning degree-specific opportunities and requirements. The following courses are required of all History/Political Science majors:

- POLS-Y 103 Introduction to American Politics (3 cr.) (taken towards general education)
- HIST-H 105 American History I (3 cr.)(taken towards general education)
- HIST-H 106 American History II (3 cr.)(taken towards general education)
- HIST-J 495 (3 cr.) or POLS-Y 490 Senior Seminar (3 cr.)(permission of instructor required)

Tracks for History/Political Science Degree History Track (30 cr.)

- Six Upper-level History Courses
- HIST-J 495 Seminar for History Majors (3 cr.) or
 - POLS-Y 490 Senior Seminar (3 cr.)(permission of instructor required)

(Students are encouraged to take HIST-H 495 or HIST-H 496 as part of the above requirements)

Two of the following:

- POLS-Y 215 Introduction to Political Theory (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)

Political Science Track (30 cr.)

Two of the following:

- POLS-Y 215 Introduction to Political Theory (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- HIST-J 495 Seminar for History Majors (3 cr.) or

- POLS-Y 490 Senior Seminar (3 cr.)(permission of instructor required)

- Four Upper-level Political Science Courses
- Two Upper-level History Courses
- Upper-level History or Political Science Elective

(Students are encouraged to take POLS-Y 480 or POLS-Y 481 as part of the above requirements)

Law and Society Track (36 cr.)*History/Political Science Foundation*

- POLS-Y 215 Introduction to Political Theory (3 cr.)
- Two Upper-Level History Courses (one on US history, one on world history)
- One Upper-Level Political Science Course

Humanities Foundation

Choose one of:

- PHIL-P 342 Problems in Ethics (3 cr.)
- PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
- PHIL-P 375 Philosophy of Law (3 cr.)

Any one ENG E or ENG-L 300+ literature course except ENG-L 390 and ENG-L 391

Choose one of:

- SPCH-S 228 Argumentation and Debate (3 cr.)
- SPCH-C 310 Rhetoric and Public Address (3 cr.)
- SPCH-C 321 Persuasion (3 cr.)
- SPCH-C 325 Interviewing (3 cr.)
- SPCH-C 444 Political Communication (3 cr.)

Law Specific Electives (3 classes from 2 different majors, 2 of which must be at the 300 level or higher from the below courses)

Criminal Justice:

- CJHS-J 301 Substantive Criminal Law (3 cr.)
- CJHS-J 302 Procedural Criminal Law (3 cr.)
- CJHS-J 303 Evidence (3 cr.)
- CJHS-J 304 Correctional Law (3 cr.)
- CJHS-J 305 Evidence (3 cr.)
- CJHS-J 306 The Criminal Courts (3 cr.)
- CJHS-J 321 American Policing (3 cr.)
- CJHS-J 439 Crime and Public Policy (3 cr.)

Public Administration and Health Management:

- PAHM-V 376 Law and Public Policy (3 cr.)

Sociology:

- SOC-S 325 Criminology (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 368 Family Violence (3 cr.)
- SOC-S 420 Topics in Deviance (3 cr.)

Psychology:

- PSY-P 322 Psychology in the Courtroom (3 cr.)

Business:

- BUS-L 200 Elements of Business Law (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)

Internship and Capstone

- Required internship as either HIST-H 496 Internship in History (1-6 cr.) or

- POLS-Y 481 Field Experience in Political Science (1-6 cr)
- HSS-J 495 Seminar for History Majors (3 cr.) **or**
 - POLS-Y 490 Senior Seminar (3 cr.)(permission of instructor required)

Note: Under the History and Political Science tracks the following Criminal Justice and Public Administration courses may be used as political science options: CJHS-J 321, American Policing (3 cr.) and CJHS-J 439, Crime and Public Policy.

Bachelor of Science in History/Political Science

The Bachelor of Science degree in History/Political Science is an undergraduate program that provides students with an opportunity to concentrate in History and Political Science, and also develop a subconcentration in another field. The degree prepares students for a wide array of employment possibilities in government, public administration, public history and museums as well as post-graduate opportunities in law, history, political science and public administration.

In particular, the B.S. degree in History/Political Science is meant to facilitate dual degree programs with other majors that offer mostly B.S. degrees. Most notably, we work cooperatively with the School of Education so that students can complete both a Bachelor of Science in History/Political Science and a Bachelor of Science in Secondary Education. Students participating in this program will be certified to teach at the secondary school level with expertise in both History and Government.

Please see an advisor in either HSS or the School of Education for more information.

Core Requirements

See “Degree Requirements” Section under “Humanities and Social Sciences”. The History/Political Science major consists of 45 credit hours that must be completed with a grade of C– or better in each course. See a History/Political Science advisor for additional information concerning degree-specific opportunities and requirements.

The following courses are required of all History/Political Science majors (18 cr.):

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST- H 113 Western Civilization I (3 cr.)(taken towards general education)
- HIST- H 114 Western Civilization II (3 cr.)
- HSS-J 495 Seminar for History Majors (3 cr.) **or**
 - POLS-Y490 Senior Seminar (3 cr.)(permission of instructor required)
- POLS-Y 103 Introduction to American Politics (3 cr.) (taken towards general education)

6 credits from:

- POLS-Y 215 Introduction to Political Theory (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)

Tracks for History/Political Science Degree (21 cr.)

All students choose 1 track in this category.

History Track

- Seven Upper-Level (300+) History Courses

Political Science Track

- Five Upper-Level (300+) Political Science Courses
- Two Upper-Level (300+) History Courses

Balanced Track

- Four Upper-Level (300+) History Courses
- Three Upper Level (300+) Political Science Courses

Sub-Specializations (6 cr.)

All students choose 1 specialization in this category.

History

- 300+ Level History Course
- HIST-H 496 Internship in History (1-6 cr.)

Political Science

- 300+ Level Political Science Course
- POLS-Y 481 Field Experience in Political Science (3 cr.)

Education

- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-H 340 Education and American Culture (3 cr.)

Sociology

- 300+ Level Sociology Course
- SOC-S 340 Social Theory (3 cr.)

Labor Studies

- 300+ Level Labor Studies Course
- 200+ Level Labor Studies Course

Public Affairs/Management

- Two 300+ Level Public Affairs/Management Courses

Criminal Justice

- Two 300+ Level Criminal Justice Courses

New Media

- NMCM-N 201 Introduction to New Media Communication (3 cr.)
- 300+ Level New Media Course

Communication Arts

- JOUR-C 200 Introduction to Mass Communication (3 cr.)
- 300+ Level Communication Course

Philosophy

- Two 300+ Level Philosophy Courses

Art/Art History

- Two 300+ Level Art or Art History Courses

Business

- BUS-D 301 International Business (3 cr.)

- 300+ Level Business Course

Economics

- ECON-E 202 Macroeconomics (3 cr.)
- ECON-E 303 International Economics (3 cr.)

Note: Students must take 1 elective at the 300+ level if they choose a sub-specialization in which 1 class is below the 300 level to ensure that they take the required 30 credit hours at the 300+ level. This class does not have to be from the History/Political Science program or the sub-specialization.

Minors in History, Philosophy, and Political Science

Students may complete a minor in history, philosophy, or political science by fulfilling the following requirements.

History

1. Students must complete 15 credit hours in history with a grade of C– or higher in each course.
2. HIST-H 113 or HIST-H 114 History of Western Civilization I or II (3 cr.), and HIST-H 105 or HIST-H 106 American History: General Course I or II (3 cr.)
3. Any three 300- or 400-level history courses (9 cr.).

Philosophy

1. Students must complete 15 credit hours in philosophy with a grade of C- or higher in each course.
2. Students must complete **either** PHIL-P 100: Introduction to Philosophy (3 cr.) **or** PHIL-P 140: Introduction to Ethics (3 cr.).
3. Students must complete **either** PHIL-P 105: Critical Thinking (3 cr.) **or** PHIL-P 150: Elementary Logic (3 cr.).
4. Students must complete **any** three 200-, 300-, or 400-level philosophy courses (9 cr.). **No more** than one class can be at the 200-level.

Political Science

1. Students must complete 15 credit hours in political science with a grade of C– or higher in each course.
2. POLS-Y 103 Introduction to American Politics (3 cr.)
3. POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to International Relations (3 cr.)
4. Any three 200, 300, or 400-level political science courses (9 cr.) with a limit of 3 credit hours at the 200 level.

Graduate Certificate in History-Online Collaborative

The IU Online Graduate Certificate in History provides graduate-level instruction to students interested in obtaining advanced skills and knowledge in this area.

As a student in this certificate program, you gain a depth of knowledge in a variety of historical subjects, practice historical interpretation, think critically, employ research and analysis methods, and communicate concepts and ideas with precision and clarity.

Upon successful completion of the program, you will have:

- Effective oral and written historical communication skills.
- The ability to perform research.
- The ability to construct original historical arguments.
- The ability to effectively teach dual-credit history courses.

Many online support services are available to assist you as you progress through the program.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The Graduate Certificate in History is ideal for high school and community college educators wanting to teach dual-credit courses, or for high school educators wanting to teach at the community college level. This program is designed to help you meet Higher Learning Commission dual-credit qualification standards. These standards require teachers/instructors to hold either a master's degree in their area of instruction or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than history, you can meet HLC standards by completing the 18-credit hour Graduate Certificate in History.
- If you plan to pursue the [IU Online MA in History](#) or the [IU Online MAT in History](#), you may apply the 18 credit hours from the Graduate Certificate in History toward the master's degree.

Your IU Online Graduate Certificate in History prepares you for such careers as:

- Dual-credit teacher/instructor
- Historical program director
- Historical research associate
- Historic interpreter
- County historian
- Museum docent
- Exhibitions curator

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements

To earn the Graduate Certificate in History, you must complete 18 credit hours.

Requirements are broken down as follows:

- Core course (3 credit hours)
- Electives (15 credit hours)

Admissions

To be accepted to this program, you must have:

1. A bachelor's degree
2. 3.0 GPA or above on a 4.0 scale

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

To apply to this program:

Complete an online application that includes:

1. Official transcripts from each undergraduate institution
2. 250-word personal statement explaining background and reasons for entering the program

Courses

Sample courses for the Graduate Certificate in History include the following:

- HIST-T 510 Historical Methodology (3 cr.)
- HIST-T 520 Teaching College History (3 cr.)
- HIST-T 560 US and the World – Comparative History (3 cr.)
- HIST-T 590 Historical Seminar (3 cr.)

Graduate Certificate in Political Science-Online Collaborative

The IU Online Graduate Certificate in Political Science provides graduate-level instruction to students interested in obtaining advanced skills and knowledge in this area.

The IU Online Collaborative Graduate Certificate in Political Science provides instruction in the study of political philosophy, American politics, comparative politics, public opinion, and research methods. You will study major political figures, philosophies, and movements throughout history in order to understand the political events of today. When you complete the program, you will be able to:

- Describe the subfields of political science, the central questions they address, and the methods they typically employ.
- Evaluate and critique empirical social science research through literature review and the application of tools and strategies of political analysis.
- Interpret, analyze, and trace the influence of major political thinkers and movements that have influenced the development of American democracy.
- Isolate and analyze factors that shape the political attitudes, beliefs, and preferences of individuals and groups and map their impacts on political behavior and decision making.
- Evaluate and analyze the major institutions of American national politics.
- Situate and analyze American political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The Graduate Certificate in Political Science is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers

wanting to teach dual-credit courses in political science to hold either a master's degree in political science or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than political science, you can meet HLC standards by completing the 18-credit hour Graduate Certificate in Political Science.
- If you plan to pursue the IU Online MAT in Political Science, you may apply the 18 credit hours from the Graduate Certificate in Political Science toward the masters degree.

Your IU Online Graduate Certificate in Political Science can help prepare you for careers in:

- Education
- Lobbying
- Policy analysis
- NGO management
- National security
- Public service
- Politics

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from multiple campuses and benefit from the expertise and experience of a diverse faculty.

Certificate Requirements

To earn the IU Online Collaborative Graduate Certificate in Political Science, students must complete the following six courses, totaling 18 credit hours:

- POLS-P 570 Introduction to Politics I (3 cr.)
- POLS-Y 567 Public Opinion: Approaches and Issues (3 cr.) **or**
 - POLS-Y 575 Data Analysis for Political Science (3 cr.)
- POLS-Y 580 Research Methods in Political Science (3 cr.) **or**
 - POLS-Y 524 Research Methods for Public Affairs (3 cr.) **or**
 - STAT-S 512 Statistical Learning and Data Analysis (3 cr.) **or**
 - STAT-S 520 Introduction to Statistics (3 cr.)
- POLS-Y 657 Comparative Politics (3 cr.) **or**
 - POLS-Y 757 Comparative Politics (3 cr.)
- POLS-Y 661 American Politics (3 cr.)
- POLS-Y 675 Political Philosophy (3 cr.)

Bachelor of Arts in History - Online Collaborative

By studying the past, we are better able to understand and communicate the importance of issues in our contemporary world. Individuals trained in history develop strong research and critical skills, creative methods for recognizing patterns of information, and techniques for clear and persuasive writing.

The IU Online Bachelor of Arts in History explores geographic regions of the world in both modern and pre-modern time periods to identify historical geography,

historical actors, events of significance, and social movements with emphasis on exploring historical themes that span multiple places and periods.

You examine diverse human cultures by describing cultural variation within and between nations, such as race, gender, age, sexuality, language, religion, ethnicity, class, region, or beliefs and values about politics, nationality, economy, and social organization.

As a student in this program, you formulate historical interpretations that effectively make use of such interpretive tools as historical context, historiography, multiple perspectives, and continuity and change over time. You learn to search and retrieve relevant primary and secondary historical sources from a variety of repositories and use those sources to craft historical interpretations, narratives, and arguments. You also use critical thinking to create clear and argumentative thesis statements and well-crafted paragraphs that follow a logical order.

Your IU Online BA in History prepares you for such careers as:

- Historical program director
- Historical research associate
- Historic interpreter
- County historian
- Museum docent
- Exhibitions curator
- Museum content creator
- Collections manager
- Archaeologist
- History instructor

This 100 percent online, consortial program is taught by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

To earn the IU Online collaborative B.A. in History, students must complete all the standard campus- and school-specific degree requirements, including general education, and the 36 credit History major comprised of the following requirements:

1. Complete a two-part History Foundations course sequence (6 cr.) to be chosen from:

- HIST-H 105 American History I **and** HIST-H 106 American History II (3 cr. each)
- HIST-H 108 Perspectives on the World to 1800 **and** HIST-H 109 Perspectives on the World 1800 to Present (3 cr. each)
- HIST-H 113 History of Western Civilization I **and** HIST-H 114 History of Western Civilization II (3 cr. each)

2. Complete two additional introductory level History courses selected from the list below (6 cr). Courses used to satisfy the History Foundations requirement cannot be applied towards satisfaction of this requirement.

- HIST-A 100 Issues in United States History (3 cr.)
- HIST-E 100 Introduction to African History (3 cr.)

- HIST-F 100 Issues in Latin America (3 cr.)
- HIST-G 100 Issues in Asian History (3 cr.)
- HIST-H 101 The World in the Twentieth Century (3 cr.)
- HIST-H 105 US to 1865 (3 cr.)
- HIST-H 106 Us from 1865 (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 109 Perspectives on the World since 1800 (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)

3. Complete

- HIST-J 216 Sophomore Seminar in History (3 cr.)

4. Complete six History courses at the 300/400 level (18 cr). These six courses must include classes in 3 different regions as denoted by the course prefix. Upper-level History courses the following subject code-prefix combinations to identify regions:

- HIST-A = U.S.
- HIST-B = Western Europe
- HIST-D = Russia/Eastern Europe
- HIST-E = Africa
- HIST-F = Latin America
- HIST-G = East Asia

5. Complete

- HIST-J 496 Proseminar in History

This program is offered by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. After applying, you will be assigned a home campus. You will submit application documents to the Office of Admissions of that campus.

Master of Arts in History - Online Collaborative

By studying the past, we are better able to understand and communicate the importance of issues in our contemporary world. The IU Online Master of Arts in History explores geographic regions of the world in both modern and pre-modern time periods to identify historical actors, events of significance, and social movements.

As a student in the program, you gain graduate-level historical knowledge, critical thinking skills, and techniques for clear and persuasive writing. You learn to recognize historiographic trends and their meanings, perform research, and construct original historical arguments. Your studies will culminate in at least one semester-long research project of original scholarship.

Specific areas of focus include:

- Early America (1400–1800)
- The long 19th century in the US (1800–1917)
- Modern United States (1917–present)
- The US and the world
- European history
- Latin American history
- Asian history
- African history

When you graduate from the program, you will have:

- Effective oral and written historical communication skills.
- The ability to perform research.
- The ability to construct original historical arguments.
- Competencies in digital and public history.

Your IU Online MA in History helps prepare you for such careers as:

- General researcher
- Writer or editor
- Journalist or broadcaster
- K-12 teacher
- Library or museum worker

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards
The stackable structure of the MA in History is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MA in History meets HLC standards.
- If you already hold a master's degree in a discipline other than history, you can meet HLC standards by completing the.

This 100-percent online program is taught by IU East, IU Bloomington, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

IU Collaborative MA in History Degree Requirements

To earn the IU collaborative MA in History, students must complete 10 graduate History courses for a total of 30 credits and satisfy the following core and distribution requirements:

1. Historical Methodology (3 cr.)

Complete: HIST-T 510 Historical Methodology (3 cr.)

2. Digital and Public History (3 cr.)

Complete: HIST-T 570 Digital and Public History (3 cr.)

3. One four-course major field (12 cr.)

The collaborative MA in History offers two major options—U.S. History or World History

Option one: U.S. History (complete 4 of 5)

- HIST-T 520 Teaching College History (3 cr.)
- HIST-T 530 Early America, 1400-1800 (3 cr.)
- HIST-T 540 The Long 19th Century, 1800-1917 (3 cr.)
- HIST-T 550 Modern United States, 1917-Present (3 cr.)
- HIST-T 560 US and the World—Comparative History (3 cr.)

Option Two: World History (complete 4 of 5)

- HIST-T 531 European History (3 cr.)
- HIST-T 541 Latin American History (3 cr.)
- HIST-T 551 Asian History (3 cr.)
- HIST-T 561 African History (3 cr.)
- HIST-T 571 World History (3 cr.)

Students in the World History major may repeat any one of the major courses once for credit provided the repeated course has a different. Students cannot count a third enrolment in a particular course in the MA History (even if all three versions have different topics). This ensures that students cover at least two regions when completing the World History major.

4. Minor Field (6 cr.)

Two courses chosen from the list of courses listed for the other major.

5. Historical Research (3 cr.)

Complete: HIST-T 590 Research Seminar in History (3 cr.)

6. MA History Capstone (3 cr)

Students complete one of the following three options:

1. HIST-T 590 Research Seminar in History—Students produce an additional semester-long project research on a topic of the student's own choosing in consultation with the instructor of record that will culminate in an article-length work (8,000 to 10,000 words excluding notes and bibliography) of original scholarship based on primary and secondary sources. (3 cr.)
2. HIST-T 591 Research Seminar in Digital and Public History P: T570 Digital and Public History. Students produce a digital or public history project based in original scholarship. (3 cr.)
3. HIST-T 592 Thesis Students produce a thesis-length research project that builds on a previous paper and is based on original scholarship. The outcome will be at least 40 pages in length. (3 cr.)

Admissions

To be accepted to this program, you must have:

1. A bachelor's degree
2. 3.0 minimum undergraduate GPA

To apply to this program, complete an online application that includes:

1. Official transcripts
2. 250-word personal statement explaining background and reasons for entering the program

Application Dates

- Fall semester: Aug 1
- Spring semester: Jan 1
- Summer session 1: May 1
- Summer session 2: Jun 15

Master of Arts in Political Science - Online Collaborative

The IU Online Collaborative Master of Arts in Political Science offers instruction in political science approaches and methods.

As a student in this program, you read, interpret, and evaluate literature in the political science discipline. You study the role of political science within the social sciences, the various methods used to build a body of knowledge, and the application of this knowledge to the political environment around you. You trace the influence of major theories and themes in political thought, and you conduct empirical social science research.

You may choose between a world politics track and an American politics track.

Your IU Online MA in Political Science helps prepare you for careers in such fields as:

- Non-governmental organizations (NGOs)
- Education
- Lobbying
- Policy analysis National security
- Public service, government, and politics

This 100 percent online program is taught by IU East, IU Bloomington, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The stackable structure of the MA in Political Science is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in political science to hold either a master's degree in political science or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MA in Political Science meets HLC standards.
- If you already hold a master's degree in a discipline other than political science, you can meet HLC standards by completing the Graduate Certificate in Political Science.

Degree Requirements

To earn the IU Online Collaborative MA in Political Science, students must complete six core courses including the capstone and one of two available tracks—either American Politics or World Politics—for a total of ten courses/30 credit hours.

Core Courses (6 courses/18 cr.)

- POLS-P 570 Introduction to the Study of Politics I (3 cr.)
- POLS-Y 529 National Institutions (3 cr.)
- POLS-Y 575 Political Data Analysis (3 cr.)
- POLS-Y 657 Comparative Politics (3 cr.) **or**
 - POLS-Y 757 Comparative Politics (3 cr.)

- POLS-Y 600 Capstone (3 cr.)

One of the following methods courses:

- POLS-Y 524 Research Methods for Public Affairs (3 cr.)
- POLS-Y 580 Research Methods in Political Science (3 cr.)
- STAT-S 512 Statistical Learning and Data Analysis (3 cr.)
- STAT-S 520 Introduction to Statistics (3 cr.)

Track Courses (choose 1 track 4 courses/12 cr.)

Option 1 - American Politics

- POLS-Y 567 Public Opinion: Approaches and Issues (3 cr.)
- POLS-Y 661 American Politics (3 cr.)
- POLS-Y 675 Political Philosophy (3 cr.)
- One additional course selected from the World Politics track **OR** a second enrollment in POLS-Y 661 with a different topic (3 cr.)

Option 2 - World Politics

- POLS-Y 508 Geopolitics and the World Map (3 cr.)
- POLS-Y 530 Globalization and International Political Economy (3 cr.)
- POLS-Y 657 Comparative Politics **or**
 - POLS-Y 757 Comparative Politics (3 cr.)
- POLS-Y 669 International Relations (3 cr.)

Master of Arts for Teachers in History - Online Collaborative

The IU Online Master of Arts for Teachers in History combines coursework in education and history to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the history component of the program, you focus on the historiographic trends and historical context necessary to properly analyze current events. You gain a depth of knowledge in a variety of historical subjects while learning the most effective methods to teach those subjects to an undergraduate audience. You learn to perform historical research and construct original arguments while assessing the validity of the historical sources you use.

Areas of focus include:

- Historical methodology
- Early America
- The 19th century
- Modern US history
- Comparative history

Many online support services are available to assist you as you progress through the program.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The stackable structure of the M.A.T. in History is ideal for high school and community college educators wanting to teach dual-credit courses, or for high school educators wanting to teach at the community college level. This program is designed to help you meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach college-level courses in history to hold either a master's degree in history or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in History meets HLC standards.
- If you already hold a master's degree in a discipline other than history, you can meet HLC standards by completing the Graduate Certificate in History.

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

MAT Degree Requirements

To earn the Master of Arts for Teachers in History, students must complete the graduate history and graduate education degree components for a total of 30 credits.

I. MAT History (Identical to the Graduate Certificate in History)

a. U.S. History (15 cr.)

Complete five courses selected from the following list:

- HIST-T 510 Historical Methodology (3 cr.)
- HIST-T 520 Teaching College History (3 cr.)
- HIST-T 530 Early America, 1400-1800 (3 cr.)
- HIST-T 540#The Long 19th Century, 1800-1917 (3 cr.)
- HIST-T 550#Modern United States, 1917-Present (3 cr.)
- HIST-T 560 US and the World – Comparative History (3 cr.)

b. History Capstone (3 cr.)

- HIST-T 590 Research Seminar in History (3 cr.)

II. Education Component (12 cr.)

Complete the following four School of Education graduate classes:

- EDUC-H 520 Education and Social Issues (3 cr.)
- EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)
- EDUC-P 507 Assessment in Schools (3 cr.)
- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)

Master of Arts for Teachers in Political Science - Online Collaborative

The IU Online Master of Arts for Teachers in Political Science combines coursework in education and political

science to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the political science component of the program, you study major political figures, philosophies, and movements throughout history in order to understand the political events of today. You complete coursework in subfields of political science (and the central questions they address) so that you can teach students to critically evaluate political institutions, analysis, and schools of thought. You also gain a crucial understanding of American political institutions and behaviors in comparison to political climates around the world.

Specific areas of focus include:

- Empirical theory and the scope of political science
- Political science research methods
- Political theory and political thought
- Political behavior, opinion, and identities
- Government and political institutions
- American politics in a comparative perspective

Many online support services are available to assist you as you progress through the program.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The stackable structure of the MAT in Political Science is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in political science to hold either a master's degree in political science or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Political Science meets HLC standards.
- If you already hold a master's degree in a discipline other than political science, you can meet HLC standards by completing the Graduate Certificate in Political Science.

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

To earn the MAT in Political Science, students must complete a six course/18 credit Political Science component and a four course/12 credit Education component for a total of ten courses/30 credit hours:

Political Science Component (6 courses/18 cr)

Students complete six graduate classes chosen from the following list:

- POLS-P 570 Introduction to the Study of Politics (3 cr.)
- POLS-Y 567 Public Opinion: Approaches and Issues (3 cr.) **or**
 - POLS-Y 575 Data Analysis for Political Science
- POLS-Y 580 Research Methods in Political Science (3 cr.) **or**
 - POLS-Y 524 Research Methods for Public Affairs (3 cr.) **or**
 - STAT-S 512 Statistical Learning and Data Analysis (3 cr.) **or**
 - STAT-S 520 Introduction to Statistics#(3 cr.)
- POLS-Y 657 Comparative Politics (3 cr.) **or**
 - POLS-Y 757 Comparative Politics (3 cr.)
- POLS-Y 661 American Politics (3 cr.)
- POLS-Y 675 Political Philosophy (3 cr.)

Education Component (4 courses/12 cr.)

Students complete four graduate classes chosen from the following list:

- EDUC-H 520 Social Issues in Education (3 cr.)
- EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)
- EDUC-P 507 Assessment in Schools (3 cr.)
- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)

History, Political Science, and Philosophy Courses Undergraduate

History

HIST-A 100 Issues in United States History (3 cr.) Online Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-A 307 United States Cultural History (3 cr.) P: advanced writing skills recommended. Course considers cultural transformations in modern United States history, including such topics as gender, race, ethnicity, social reform, and popular culture.

HIST-A 314 United States History (3 cr.) Political, demographic, economic, and intellectual transformations. 1919-1945: World War I, the Twenties, the Depression, New Deal.

HIST-A 315 United States Since World War Two (3 cr.) P: advanced writing skills recommended. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

HIST-A 333 History of Indiana I (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods; the West in the American Revolution; the transition from territory to state; political, economic, and cultural patterns; and the sectional crisis.

HIST-A 334 History of Indiana II (3 cr.) The period since 1865, tracing the development of a modern industrial

commonwealth—agriculture, industry, politics, society, education, and the arts.

HIST-A 346 The Crusades and Religious Violence in Medieval European History (3 cr.) P: advanced writing skills recommended This course will explore the history of the European crusading movement from the eleventh through the fifteenth centuries, examining the familiar expeditions to Palestine and also lesser known campaigns in Spain and northeastern Europe. This course examines how the Medieval Catholic Church battled heretics and political opponents, as well as the experiences of non-Crusaders including Jews, Muslims, and invaders from the Far East.

HIST-A 363 Hoosier Nation: Indiana in American History (3 cr.) Indiana history and life, from early human interactions to our own time. Emphasis on the relationship of distinctive regional traits and challenges to broader transformations in American and global culture.

HIST-A 375 Crime and Punishment in American History (3 cr.) P: advanced writing skills recommended. Alternate years. This course focuses on the history of crime and punishment in the 20th-century United States.

HIST-A 382 The Sixties (3 cr.) P: advanced writing skills recommended. Alternate years. This course focuses on the history of the United States during the 1960s and the political change and dissent; rights movements; United States foreign policy and the conflict in Vietnam; gender, exploitation, and legal change that occurred. It addresses a variety of topics, including; and the increasing diversity of expression in social values and cultural practices.

HIST-B 351 Barbarian Europe, ca. 200-1100 (3 cr.) P: advanced writing skills recommended This course will examine the collapse of Roman authority in the West, the rise of the Germanic monarchies; the growth of the Western Catholic Church, and the development of Germany, Greek (Byzantine) and Moslem empires. It will also examine the Viking invasions, the development of feudalism and manorialism.

HIST-B 352 Western Europe in the High and Later Middle Ages (3 cr.) P: advanced writing skills recommended This course will examine the expansion of European culture and institutions during the High and Later Middle Ages (roughly 1000-1500). Topics covered include: chivalry and elite culture, the Crusades and religious violence, rise of towns and diversification of the European economy, the founding of universities and the changing nature of education, the development of architectural styles, social change and unrest, the revival of Roman Law and the development of common law, and the centralization of governments in a variety of forms.

HIST-B 353 The Renaissance (3 cr.) P: advanced writing skills recommended This course examines the Italian Renaissance as a political and cultural phase in the history of Western Civilization. It examines its roots in antiquity and the Middle Ages; its characteristic expression in literature, art, learning, social transformation, manners, and customs. Finally, it explores the expansion of the Renaissance into France, Germany, and England.

HIST-B 361 Europe in the Twentieth Century I (3 cr.) P: advanced writing skills recommended. Economic, social, political, and military-diplomatic developments,

1900 to present. I: 1900-1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression.

HIST-B 362 Europe in the Twentieth Century II (3 cr.)

1930-present: Depression politics; crisis of democracy; German national socialism; World War II; Cold War; postwar reconstruction and recovery.

HIST-C 388 Roman History (3 cr.) P: advanced writing skills recommended This course examines the history of the Roman Empire from its earliest days as a kingdom to the glory days of the Republic and early Empire, and the eventual fall of the Roman West. Finally, we will consider the Eastern continuation of the Roman state in the form of the Byzantine Empire.

HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.) P: advanced writing skills recommended. Alternate years. Causes and development of Russian revolutions and civil war; Lenin, Trotsky, and Stalin; purges, terror, economic development, society, and arts under Stalin; struggle against Hitler; scope and limits of de-Stalinization under Khrushchev; minorities; dissent, and life in the former Soviet Union today.

HIST-E 100 Introduction to African History (3 cr.)

Online Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-F 100 Issues in Latin America (3 cr.) Online Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-G 100 Issues in Asian History (3 cr.) Online Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-H 101 The World in the Twentieth Century I (3 cr.) Online Collaborative Course. Principal world developments in the twentieth century, stressing Latin America, Africa, Asia, and Europe; global and regional problems; political revolutions; social and cultural diversity.

HIST-H 105 American History I (3 cr.) Every semester. I: colonial period, revolution, confederation and constitution, national period to 1865.

HIST-H 106 American History II (3 cr.) Every semester. 1865 to present. Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter- American, and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

HIST-H 108 Perspectives on the World to 1800 (3 cr.) Online Collaborative Course. Survey of major global developments to the 18th century; European voyages of discovery, colonization of western hemisphere, penetration of Mughal India, Ming China, and sub-Saharan Africa. Role of revolutions, i.e. Scientific, industrial, social

and political (American and French) in establishment of European hegemony in western hemisphere and Asia.

HIST-H 109 Title (3 cr.) Online Collaborative Course.

Survey of major global developments from the 19th century to the present: European imperial rule in India, China, Japan, Middle-East, and Africa. Chinese revolution (1912), Mexican revolutions (1911), World War I and II, end of European hegemony. Emergence of new nations in Asia, Africa, and Middle-East. Global inter-dependence as basic theme of 20th century.

HIST-H 113 History of Western Civilization I (3 cr.)

Every semester. I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies.

HIST-H 114 History of Western Civilization II (3 cr.)

Every semester. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

HIST-H 207 Modern East Asian Civilizations (3 cr.)

Online Collaborative Course. Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the 19th and 20th centuries. China and Japan receive primary consideration; Korea and Vietnam, secondary. Emphasis on the rise of nationalism and other movements directed toward revolutionary change.

HIST-H 216 The Wild West and American Identity

(3 cr.) Online Collaborative Course. This course examines conceptions of the "American West" and the complicated ways it informed the creation of a persistent American identity. From the Log Cabin political campaigns of the antebellum nineteenth century to modern simulations of the past like Disney's Frontierland, the iconography of western expansion and its tentative connection to democratic individualism has enthralled and perplexed artists, writers, filmmakers, and historians for generations. Using historical monographs and popular culture artifacts like paintings, comics, films, short stories, and songs, we will interrogate and deconstruct "the American West" with an eye towards larger themes of place/process, environmental concern, multi-ethnic inclusion/exclusions, and United States governmental and capitalist development. By the end of the course the students will be tasked to use the conventions of "the western," apply them a historical event or individual, and create their own "western" narratives through the use of fumetti, or photographic comic-strips.

HIST-H 232 The World in the Twentieth Century

(3 cr.) Online Collaborative Course. Shaping of the contemporary world, with an emphasis on the reaction of non-Western peoples to Western imperialism.

HIST-H 405 Global History of Modern Sport (3 cr.)

Alternate Years. Origins and development of sport in the modern world. From British public schools and ideals of fair play, through the Olympic movement, international soccer, holliganism and fandom, sport's role in identity creation and nationalism, and mass culture.

HIST-H 421 Topics: Asia, Africa, Latin America (3 cr.)

P: advanced writing skills recommended. Intensive study and analysis of selected historical issues and/or problems

in African, Asian, or Latin American history. Topics will vary from semester to semester.

HIST-H 425 Topics in History (1-3 cr.) P: advanced writing skills recommended. Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary; but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 495 Individual Readings in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-H 496 Internship in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-J 216 Sophomore History Seminar (3 cr.) Online Collaborative Course. The Sophomore Seminar in History introduces students to the basic methodological skills necessary for historical research and provides them with an overview of major historiographical fields in the discipline. Students apply this knowledge by engaging in their own original research project that culminates in a paper and presentation.

HIST-J 495 Senior Seminar for History Majors (3 cr.) P: Permission of instructor required. Alternate years, Spring Semester. Senior Seminar for History/Political Science majors.

HIST-J 496 Preseminar in History, Capstone (3 cr.) Online Collaborative Course.

Graduate History Courses

HIST-T 510 Historical Methodology (3 cr.) Online Collaborative Course. This course covers an intensive, multi-media investigation of what artifacts comprise history and how historians now devise various methods of inquiry driven by incisive research questions to explain and interconnect those artifacts. This course will look at surveys of current research methods and problems, especially in U.S. history, to illuminate the development of history as a rigorous discipline of inquiry.

HIST-T 510 Historical Methodology (3 cr.) An intensive, multi-media investigation of what artifacts comprise history and how historians devise various methods of inquiry driven by research questions to explain/interconnect those artifacts. Looks at surveys of current research methods/problems, especially in U.S. history, to illuminate the development of history as a rigorous discipline of inquiry.

HIST-T 520 Teaching College History (3 cr.) This course prepares high-school teachers to teach college-level history. It contains three aspects: What to teach, how to teach, and how to assess both teaching and learning. The course will contain three aspects: content knowledge of history, the concept and skills of historical thinking, and development of an assessment plan.

HIST-T 5202 Teaching College History - Online Collaborative Course (3 cr.) This course prepares high-school teachers to teach college-level history. It contains three aspects: What to teach, how to teach, and how to assess both teaching and learning. The course will contain three aspects: content knowledge of history, the concept and skills of historical thinking, and development of an assessment plan.

HIST-T 531 European History (3 cr.) Online Collaborative Course. This course covers European

history and it will focus on major historical interpretations and debates of the events and turning points that shaped that history. Along with weekly online participation in response to readings, assignments will include short essays and reviews of assigned works.

HIST-T 540 The Long Nineteenth Century, 1800-1917 (3 cr.) This course tracks U.S. history between the early nineteenth century and American participation in the First World War. Students will articulate their understanding of scholarly books, articles, and original records and will review two books, write short response papers, and craft a historiographical essay on a topic of their choosing.

HIST-T 550 Modern United States, 1917-Present (3 cr.) This course will focus on major historical interpretations and debates of the events and turning points that shaped the twentieth-century United States. Along with weekly online participation in response to readings, assignments will include short essays and reviews of assigned works.

HIST-T 560 US and the World - Comparative History (3 cr.) Online Collaborative Course. History T560 considers themes from the American past connecting it to the wider world. If slavery, for example, is a principal element of our history, how does it compare with the history of other regions? To understand such topics, this course will examine studies in comparative and transnational history.

HIST-T 571 World History (3 cr.) Online Collaborative Course. This course provides an introduction to the field of World History. Instructors may choose to provide a broad overview or to use a theme as a lens with which to gain an understanding of world history.

HIST-T 590 Research Seminar in History (3 cr.) This course serves an intensive historical research and writing seminar that seeks to provide graduate students with the structure and support develop a substantial piece of scholarship. Students will also develop and practice other scholarly skills such oral and written presentations and offering effective and collegial critiques of scholarship.

HIST-T 590 Historical Seminar (3 cr.) Online Collaborative Course. This course serves an intensive historical research and writing seminar that seeks to provide graduate students with the structure and support develop a substantial piece of scholarship. Students will also develop and practice other scholarly skills such oral and written presentations and offering effective and collegial critiques of scholarship.

Philosophy

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics in epistemology and metaphysics, and in philosophy of religion. Major emphases appear in the Schedule of Classes.

PHIL-P 105 Critical Thinking (3 cr.) Development of critical tools for the evaluations of arguments through informal logic, with special attention to logical fallacies and the distinction between inductive and deductive arguments.

PHIL-P 140 Elementary Ethics (3 cr.) Philosophers' answers to ethical problems (e.g., the nature of good and evil, the relation of duty to self-interest, the objectivity of

moral judgments), and the applications of ethical theory to contemporary problems.

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the evaluation of arguments through formal logic. A focus on translation from and from English into sentence and predicate logic, and derivations.

PHIL-P 201 Ancient Greek Philosophy (3 cr.) Selective survey of ancient Greek philosophy (pre-Socratics, Plato, Aristotle).

PHIL-P 211 Modern Philosophy: Descartes through Kant (3 cr.) Selective survey of seventeenth- and eighteenth-century philosophy, including some or all of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant.

PHIL-P 310 Topics in Metaphysics (3 cr.) Topics such as existence, individuation, contingency, universals and particulars, causality, determinism, space, time, events and change, relation of mental and physical.

PHIL-P 306 Business Ethics (3 cr.) A philosophical examination of ethical issues which arise in the context of business. Moral theory will be applied to such problems as the ethical evaluation of corporations, what constitutes fair profit, and truth in advertising.

PHIL-P 312 Topics in the Theory of Knowledge (3 cr.) Topics such as various theories of perceptual realism, sense-datum theories, theories of appearing, phenomenalism, the nature of knowledge, the relation between knowledge and belief, relation between knowledge and evidence, and the problem of skepticism.

PHIL-P 342 Problems in Ethics (3 cr.) May concentrate on a single large problem (e.g., whether utilitarianism is an adequate ethical theory), or several more or less independent problems (e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments).

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.) Problems of contemporary relevance: civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 346 Classics in Philosophy of Art (3 cr.) P: 3 cr. of Philosophy. Readings from Plato and Aristotle to Nietzsche and Dewey. Topics include the definition of art, the nature of beauty, and art and society.

PHIL-P 347 Contemporary Controversies in Philosophy of Art (3 cr.) Topics include the intersection of art, art criticism, philosophy, modernism and post-modernism, and the relation of aesthetic and cognitive judgment.

PHIL-P 360 Introduction to Philosophy of Mind (3 cr.) Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); the mind-body problem (e.g., dualism, behaviorism, functionalism); connections to cognitive science issues in psychology, linguistics, and artificial intelligence; computational theories of mind.

PHIL-P 371 Philosophy of Religion (3 cr.) Topics include the nature of religion, religious experience, the

status of claims of religious knowledge, the nature and existence of God.

PHIL-P 375 Philosophy of Law (3 cr.) Selective survey of philosophical problems concerning law and the legal system. Topics include nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

PHIL-P 383 Topics in Philosophy (3 cr.) A variable topic course focusing on a specific area or figure of philosophy.

PHIL-P 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.

Political Science

POLS-Y 103 Introduction to American Politics (3 cr.) Every semester. Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

POLS-Y 215 Introduction to Political Theory (3 cr.) Every three semesters. An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers – from Aristotle and Plato to Locke, Marx, and Rawls – to understand and describe the nature of politics.

POLS-Y 217 Introduction to Comparative Politics (3 cr.) Every three semesters. A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed POLS-Y 107.

POLS-Y 219 Introduction to International Relations (3 cr.) An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. Not open to students who have completed POLS-Y 109.

POLS-Y 301 Political Parties and Interest Groups (3 cr.) Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

POLS-Y 304 Constitutional Law (3 cr.) Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 311 Democracy and National Security (3 cr.) Exploration of a basic dilemma in a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource

utilization, popular control of policy, and the nature of individual liberty.

POLS-Y 318 The American Presidency (3 cr.) This course will take an empirical and applied approach to studying the American presidency.

POLS-Y 338 African Politics (3 cr.) Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture; network of international relations; and special situation of South Africa.

POLS-Y 360 United States Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of United States foreign policy. Emphasis is on post-World War II policies.

POLS-Y 480 Undergraduate Readings in Political Science (arr cr.) Every semester. Individual readings and research. May be taken only with consent of the instructor.

POLS-Y 481 Field Experience in Political Science (arr cr.) P: junior or senior standing and approval of instructor. Faculty-directed study of aspects of the political process through internship experience in local, state, or national government.

POLS-Y 490 Senior Seminar in Political Science (3 cr.) P: Permission of instructor required. Alternate years, Spring Semester. Senior Seminar for History/Political Science majors.

Graduate Political Science Courses

POLS-P 570 Introduction to the Study of Politics (3 cr.) Online Collaborative Course. This course is an introductory overview of the discipline of political science and its place in the social sciences. It covers the major subfields of Political Science and the central questions that each subfield addresses.

POLS-Y 567 Public Opinion: Approaches and Issues (3 cr.) Online Collaborative Course. This course is an exploration of the role, application, and measurement of public opinion. Special attention is given to measurement of opinion as it impacts decision-making by both the public and various elements of societal leadership.

POLS-Y 580 Research Methods in Political Science (3 cr.) Online Collaborative Course. Foundations of political research; alternative research strategies; problems of measuring political variables; design of research to test hypotheses.

POLS-Y 657 Comparative Politics (3 cr.) Online Collaborative Course. (The focus may be on one or more political systems within regions indicated.) Illustrative topics: political elites and social stratification, comparative administration and public policy, cross-national analysis, West Europe, East Europe, comparative Communist systems, Russia, Africa, Middle East, Latin America, East Asia, comparative development strategies.

POLS-Y 661 American Politics (3 cr.) Online Collaborative Course. Illustrative topics: the Presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics.

POLS-Y 675 Political Philosophy (3 cr.) Online Collaborative Course. Illustrative topics: analysis of political concepts; political theory of the Enlightenment; 19th century political thought; welfare state; theory and practice; Marxist theory.

POLS-Y 757 Comparative Politics (3 cr.) Explore the unequal nature of our world through the lens of comparative politics.

Religion

REL-R 152 Introduction to Religions of the West (3 cr.) Origins, development, institutions, beliefs, and current status.

REL-R 153 Introduction to Religions of the East (3 cr.) Human ideas and value systems in the religions of India, China, and Japan.

REL-R 212 Comparative Religions (3 cr.) Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

REL-R 233 Introduction to the Hebrew Bible (Old Testament) (3 cr.) A critical examination of the literary, political, cultural, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

REL-R 243 Introduction to the New Testament (3 cr.) An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

New Media, Art, and Technology

Chair: Gregory Steel

Professor: Gregory Steel

Associate Professors: Minda Douglas, Michael Koerner
Assistant Professors: Aaron Pickens

New Media, Art, & Technology is a program that prepares students to be critical, adaptive, inquisitive, effective, and creative thinkers and makers, communicators, and problem-solvers, able to succeed as relevant professionals in a multitude of established and emerging fields.

Majors

Bachelor of Fine Arts New Media, Art, and Technology
Bachelor of Arts New Media, Art, and Technology

Note: As a method to ensure student success and to better prepare students for the workforce and/or graduate programs, students will need a late-model Macintosh laptop computer. Please read the IU Computer Guide (computerguide.iu.edu) or consult a faculty member for recommendations and assistance. The UITS-Kokomo IT Training Center provides assistance with software installation and also tutoring assistance to students for computer technology issues. Visit iuware.iu.edu to download up-to-date software, available at NO CHARGE.

Minors

Minor in Art History

Minor in New Media, Art, and Technology

Minor in Studio Art

Certificate Programs

Postbaccalaureate Certificate in New Media, Art, and Technology

IU Regional Online Collaborative Degree

Bachelor of Science in Digital Media and Storytelling

Courses

Undergraduate courses

Bachelor of Arts in New Media, Art, & Technology

The Bachelor of Arts in New Media, Art, & Technology (NMAT) is a progressive degree that combines studio art and design with cognates in social media and public communications, pre-art therapy, marketing, and computer science. Students will develop effective art and design skills across both traditional and digital media, preparing them for a variety of career paths. Students will experience a robust set of core courses in New Media, Art & Technology with interactions with all the faculty in the program. The cognates provides additional skills and create valuable pathways into many occupations and graduate programs including but not limited to: art therapy, social media, integrated media, and media marketing.

The major consists of 48 credit hours of courses in New Media, Art, & Technology and 15-18 credit hours in a selected cognate. Students are encouraged to tailor their coursework to focus on their interests and goals. The BA degree offers a wider experience within general education.

Interdisciplinary seminar, foreign language, and historical perspectives expose students to a wider world view.

Mission

New Media, Art, & Technology is a program that prepares students to be critical, adaptive, inquisitive, effective, and creative thinkers, communicators, problem-solvers and creators, able to succeed as relevant professionals in a multitude of established and emerging fields.

Goals

Students who complete the program will:

- understand how to produce industry-standard media works and professional-level fine artwork.
- have the practical and theoretical knowledge to critique artworks.
- possess the verbal, historical and theoretical knowledge to present their work to a variety of audiences.
- produce a written thesis and a small portfolio of their work suitable for advancement within their chosen field.

Requirements

1. See "Requirements for a Bachelor of Arts Degree" section under "School of Humanities and Social Sciences."
2. All New Media, Art, & Technology courses (NMAT or FINA) require a C grade or higher to count toward the major or minor.
3. As a method to ensure student success and to better prepare students for the workforce and/or graduate programs, students will need a late-model Macintosh

laptop computer. Please read the IU Computer Guide (computerguide.iu.edu) for recommendations and assistance. The UITS-Kokomo IT Training Center assists with software installation and also tutoring assistance to students for computer technology issues. Visit iuware.iu.edu to download up-to-date software, available at NO CHARGE.

4. New Media, Art, & Technology Requirements

Foundation (12 credits)

New Media, Art, & Technology BA Foundation (12 credit hours). All students earning a Bachelor of Arts in New Media, Art, & Technology must take:

- NMAT-F 101 Drawing Foundations (3 cr.)
- NMAT-F 102 2D Design/color Theory (3 cr.)
- NMAT-F 103 3D Foundations (3 cr.)
- NMAT-F 250 Connected Foundations (3 cr.)

After completing the foundation program, the NMAT faculty will review students in the New Media, Art, and Technology degrees. This 200-level review will require students to submit physical and digital works from each foundation topic covered in the NMAT-F101, 102, 103, 216, 257 230, 270, 240, and 250. Students must save and document their work throughout their freshman and sophomore years to properly prepare for the review. The comprehensive examination will help students understand their strengths, weaknesses, and direction within the program.

A. NMAT Upper Level (18 credits)

- Students work with faculty and advisors to customize their own plan within the major
- Students can work across all media but must complete at least 9 credits of 300 or 400 level NMAT courses.

B. Art History/Philosophy/Theory (6 credits)

- Two NMAT-H or FINA-A courses

C. Senior Capstone (3 credits)

- NMAT-G 491 Professional Practices (3 cr.)

Choose a Cognate

- Social Media and Public Communication
- Pre-Art Therapy
- Marketing
- Computer Science

Social Media and Public Communication Cognate (15 cr.)

Required

- SPCH-C 255 Social Media Strategies (3 cr.)
- SPCH-C 382 Social Media Campaigns (3 cr.) P: SPCH-C 255
- NMAT-G 398 Internship in New Media, Art, & Technology (in social media) (3 cr.)

Choose two:

- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-C 321 Persuasion (3 cr.)
- SPCH-S 233 Introduction to Public Relations (3 cr.)

- SPCH-S 333 Public Relations Writing (3 cr.)
- SPCH-S 354 Cyberculture and Community (3 cr.)

Pre-Art Therapy Cognate (15 cr.)

Required

- PSY-P 103 General Psychology (3 cr.)
- PSY-P 216 Life Span Developmental Psychology (3 cr.) P: PSY-P 103
- PSY-P 324 Abnormal Psychology (3 cr.) P: PSY-P 103

Choose two:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 381 Helping Skills and Ethics (3 cr.)
- Psych Elective - creative arts therapy class or a service learning class (3 cr.)

Marketing Cognate (15 cr.)

Marketing Cognate recommendations within NMAT:

- NMAT-D 257 Graphic Design 1 (3 cr.)
- NMAT-D 277 Design Center (3 cr.)

Required:

- BUS-M 255 Topics in Marketing (3 cr.)
- BUS-M 301 Introduction to Marketing Management
- NMAT-G 398 Internship in New Media, Art, & Technology (with Media and Marketing) (3 cr.)

Choose two

- BUS-M 401 International Marketing (3 cr.)
- BUS-M 405 Consumer Behavior (3 cr.)
- BUS-M 415 Advertising and Integrated Marketing Communications (3 cr.)
- BUS-M 418 Advertising Strategy (3 cr.) P: BUS-M 415
- BUS-M 450 Marketing Strategy (3 cr.)

Computer Science Cognate (19 cr)

*Students must take JavaScript 1 as part of the NMAT Upper Level courses prior to taking CSCI 201

*Students must take MATH-M 125 as part of their general education

- CSCI-C 101 Computer Programming (4 cr.)
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 343 Data Structures (4 cr.)
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.)
- NMAT-W 305 Physical Computing (Art with Robotics) (3 cr.)

Bachelor of Fine Arts in New Media, Art, & Technology

The Bachelor of Fine Arts in New Media, Art & Technology (NMAT) combines tradition and innovation in a four-year, undergraduate degree for students desiring to develop practical skills and strong knowledge in areas including, but not limited to: digital media, web/mobile media, 2D & 3D studio art & design, virtual media, and emergent media. Students will develop effective art and design skills across both traditional and digital media, preparing them for a variety of career paths and the possibility of pursuing graduate education. Students will experience a robust set core of courses in New Media, Art, & Technology

with interactions with all the faculty in the program. This mentorship process and system will help them develop an academic strategy to further tailor their educational paths and to customize the degree to their own interests and career plans. Students can choose from either the Design or Studio Track. The progressive curriculum offers skills, knowledge, and in-service learning; providing valuable pathways into many occupations, including graphic design, illustration, publishing, commercial art, fine art, web design and development, videography, cinematography, and photography.

The major consists of 84 credit hours of courses in New Media, Art, & Technology, divided amongst a required core, courses within a chosen concentration, art history/theory/philosophy, and senior capstone. At IU Kokomo, the Bachelor of Fine Arts Degree in New Media, Art, & Technology features an innovative multidisciplinary approach, with coursework taught by faculty from a variety of fields. Coursework includes topics such as digital imaging, web design, printmaking, graphic design, painting, sculpture, 2D and 3D studio art, video and photography, portfolio development and internships. In addition, all students are encouraged to tailor their coursework and to focus on their particular interests and goals.

Mission

New Media, Art, & Technology is a program that prepares students to be critical, adaptive, inquisitive, effective, and creative thinkers and makers, communicators, and problem-solvers, able to succeed as relevant professionals in a multitude of established and emerging fields.

Goals

Students who complete the program will:

- understand how to produce industry-standard media works and professional-level fine artwork.
- have the practical and theoretical knowledge to critique artworks.
- possess the verbal, historical and theoretical knowledge to present their work to a variety of audiences.
- produce a written thesis and a small portfolio of their work suitable for advancement within their chosen field.

Requirements

1. Fulfillment of Campus General Education Requirements (36 hours)

2. All New Media, Art, & Technology courses (NMAT or FINA) require a C grade or higher to count toward the major or minor.

3. As a method to ensure student success and to better prepare students for the workforce and/or graduate programs, students will need a late-model Windows or Macintosh laptop computer. Please read the IU ComputerGuide (computerguide.iu.edu) for recommendations and assistance. The UITS-Kokomo IT Training Center provides assistance with software installation and also tutoring assistance to students for computer technology issues. Visit iuware.iu.edu to download up-to-date software, available at NO CHARGE.

4. New Media, Art, & Technology BFA Core Foundation (27 hours)

All students earning a Bachelor of Fine Arts in New Media, Art, & Technology must take:

- NMAT-F 101 Drawing Foundations (3 cr.)
- NMAT-F 102 2D Design / Color Theory (3 cr.)
- NMAT F 103 3D Foundations (3 cr.)
- NMAT-F 250 Connected Foundations (3 cr.)
- NMAT-D 216 Studio in Digital Media I (3 cr.)
- NMAT-D 257 Graphic Design I (3 cr.)
- NMAT-S 230 Painting 1 (3 cr.)
- NMAT-S 240 Intro to Printmaking Media (3 cr.)
- NMAT-S 270 Sculpture 1: Theory and Practice (3 cr.)

The NMAT faculty will review students in the New Media, Art, and Technology degrees after the completion of the foundation program. This 200-level review will require students to submit physical and digital works from each of the foundation topics covered in NMAT-F 101, 102, 103, 250, 216, 257, 230, 240, and 270. Students will need to save and document their work throughout their freshman and sophomore years in order to properly prepare for the review. The comprehensive review will help students understand their strengths, weaknesses, and direction within the program.

5. New Media, Art, & Technology BFA Concentration Areas

Choose Design Track or Studio Track (36 credits in NMAT)

Students work with faculty and advisors to customize their own plan within the concentration.

The Design Track features characteristics that are considered critical to the design process in general and prepare students pursuing careers in a design field such as graphic design or web design. It is focused on, but not limited to: client/organization based art/design in graphics, video/photography, web, illustration, and commercial art.

Students participate in work across all media, but must complete at least 15 credits of 300 or 400 level NMAT courses.

The Studio Track features characteristics of studio arts practice in general and prepares students pursuing a particular art practice along with a research agenda and thesis that outlines the creative research and conceptual agenda associated with the creative practice. This process intends to prepare the student for serious pursuit of an MFA degree or to become an entrepreneurial artist. Students participate in work across all media but must complete at least 15 credits of 300 or 400 level NMAT courses.

6. Art History/Philosophy/Theory (15 credits)

- NMAT-G 346 Classics in Philosophy of Art (3 cr.)
- NMAT-G 405 Concepts and Images (3 cr.)
- 9 credits of art history

Students in the design track must take NMAT-H258 History of Graphic Design as one of their 3 art history courses.

Students in the studio track must take FINA-A354 Contemporary Art: 1960 to the Present as one of their 3 art history courses.

7. Senior Capstone (6 credits)

- NMAT-G 491 Professional Practices (3 cr.)
- NMAT-G 499 Senior Thesis Capstone (3 cr.)

Minors in New Media, Art, and Technology

Art History Minor

The minor in Art History is ideal for students wishing to develop a strong foundation of knowledge in art history. A minor in Art History is helpful for students wishing to go into education, art administration or graduate programs in fine arts. To earn an art history minor, a student must take the following courses, for a total of 18 credit hours:

Required-6 credit hours

- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance Through Modern Art (3 cr.)

Choose 12 credit hours in other art history courses:

- No more than 6 credit hours at the 100 level
- At least 9 credit hours at the 300 level or above
- One course in the Philosophy of Art may be used

Minor in Studio Art (16 credits)

The Minor in Studio Art is focused on the studio arts within the New Media, Art, and Technology program. The minor includes NMAT-S courses and it involves a capstone experience where minors present their work. This minor offers a pathway for students interested in pursuing Art Therapy. It also works well for education majors or any student interested in pursuing traditional studio art. The minor consists of 16 credit hours.

- FINA-S 400 Independent Studio Projects (1 cr.)
- NMAT-F 101 Core Foundations: Tier 1—Block 1 (3 cr.)
- NMAT-F 102 Core Foundations: Tier 1—Block 2 (3 cr.)
- Choose 9 hours from any NMAT-S courses (9 cr.)

New Media, Art, and Technology Minor

The minor is an excellent choice for students wishing to develop a strong understanding of new media technologies so they can apply them to their chosen field. The minor consists of 15 credit hours.

Required: All students earning a minor in New Media, Art, & Technology must take:

- NMAT-F 101 Core Foundations: Tier 1—Block 1 and NMAT F 102 Core Foundations: Tier 1—Block 2 (6 cr.)
- Students must take 9 more credit hours from NMAT-D or NMAT-W courses.
- All New Media, Art, & Technology courses require a C grade or higher to count toward the minor.

Postbaccalaureate Certificate in New Media, Art & Technology

This postbaccalaureate certificate is for people who already possess a four-year college degree and wish to develop expertise in New Media, Art, & Technology without having to earn a whole new four-year degree. Students can be generalists, or they can

specialize in an area such as graphic design, web design, studio art, or digital media. The certificate consists of 18 credit hours—just six courses. Up to 3 credit hours can be transferred in from other universities.

Requirements

- Admission requirements
- Students must possess a bachelor's degree from an accredited institution and be admitted to Indiana University as a regular student.
- Specified Credit Hours (18 cr.)
- Courses can be any courses listed in the New Media, Art, & Technology program, as long as you meet the following requirements:
 - At least 6 credit hours must be at the 300-level or higher.
 - NMAT-G 398 Internship in New Media, Art, & Technology may not be counted toward the postbaccalaureate certificate.

New Media, Art, and Technology Courses Undergraduate

Fine Arts

FINA-A 101 Ancient and Medieval Art (3 cr.) A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages.

FINA-A 102 Renaissance Through Modern Art (3 cr.) A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present.

FINA-A 200 Topics in Art History (3 cr.) Various topics in the history of art will be offered depending upon instructors and their area of expertise. May be repeated with a different topic for a maximum of 6 credit hours.

FINA-A 262 Introduction to Japanese Art and Culture (3 cr.) P: FINA-A 101, FINA-A 102. Awaiting Approval. A historical survey of Japanese art in the context of culture, society, and politics; the arts of traditional Buddhism; ink painting and other arts associated with the Zen sect; the created landscape, in painting and garden design; historical narratives and scenes of ordinary life; and decorative and useful things, e.g., ceramics, lacquer, textiles, and “golden screens.”

FINA-A 280 Art of the Comics (3 cr.) Analysis of the visual and narrative language of comics from the earliest newspaper strips to the graphic novels of today.

FINA-A 333 From Van Eyck to Vermeer (3 cr.) P: FINA-A 101, FINA-A 102. Survey of major artists and themes in Netherlandish painting from the fifteenth to the seventeenth century.

FINA-A 340 Topics in Modern Art (3 cr.) Special topics in the history and study of nineteenth and twentieth-century European and American art. May be repeated with different topics for a maximum of 6 credits.

FINA A354 Contemporary Art: 1960 to the Present (3 cr.) A study of contemporary art from 1960 to the present.

New Media, Art, & Technology

NMAT-D 207 Intro to Visual Communication (3 cr.)

P: ENG-W 131. This course looks at the visual aspects of print and electronic communication. It deals with issues of page design, visuals and other graphics, from practical, historical, and theoretical perspectives. Students will produce visual designs, including flyers and brochures.

NMAT-D 216 Digital Media Studio 1: Still Images (3 cr.)

Still images and Digital Imaging. Introductory work in the use of digital media tools, image manipulation, and digital photography in the creation of art.

NMAT-D 217 Typography I (3 cr.)

This course is an introduction to the aesthetics, mechanics, history, terminology, specifications, and use of type in design. Typefaces will be evaluated and rendered in a variety of studio assignments using both hand written and computer techniques.

NMAT-D 257 Graphic Design I (3 cr.)

Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics.*

NMAT-D 277 Design Center: Introduction to Graphic Design Production and Practice (3 cr.)

P: Instructor permission required. This course introduces and focuses on the interaction graphic designers have with clients & printers and gaining professional graphic design skills. D 277 and D 377 run concurrently, serving real client (non for profit) needs, each semester.

NMAT-D 316 Digital Media II: Time Based Art (3 cr.)

P: NMAT-D 216 An exploration of time-based work, including video creation, video editing and audio for video in the creation of art.

NMAT-D 317 Typography II (3 cr.)

P: NMAT-D 217 This is an advanced course in type design. Typefaces will be created and evaluated in a variety of studio assignments using both hand written and computer techniques. In this course you will learn to produce work that is conceptual and/or practical, for physical and/or digital media. Exploration will be driven by a combination of larger studio/lab projects and a series of smaller lecture/demos. Projects and assignments will require reading, research, writing, design work and critique.

NMAT-D 326 Digital Illustration I (3 cr.) Course explores basic development of digital illustrations for use in graphic design.*

NMAT-D 346 Animation (3 cr.) Explore creating digital 2-D animation

NMAT-D 357 Graphic Design II (3 cr.)

P: NMAT-D 257. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.

NMAT-D 367 Identity Design & Branding (3 cr.)

P: NMAT-D 257. Teaches how to create a visual identity that communicates the essential qualities desired by the particular business.

NMAT-D 377 Design Center: Graphic Design Production & Practice (3 cr.) P: NMAT-D 257 and

instructor approval. Graphic Design Production and Practice is a unique community outreach learning opportunity, providing design services to the greater Kokomo area. The students will work in a design studio environment, invest in their community and gain vast knowledge and experience. The aim here is to develop a strong portfolio that moves beyond consisting of solely hypothetical assignments into being a showcase of actual/published client based projects that a student developed from concept to actualization/production.

NMAT-D 403 Gameboard Design (3 cr.) The topics covered in this course are illustration, production, and web. Topics involving the design-production process will be explored, including 3D scanning and printing, digital illustration in Adobe Illustrator, and the basics of coding.

NMAT-D 416 Advanced Digital Media Studio (3 cr.)
P: NMAT-D 316 or instructor consent. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations.

NMAT-D 426 Advanced Digital Illustration (3 cr.)
P: NMAT-D 326. Using the pre-requisite D 326 Introduction to Digital Illustration (formerly N 312) as a springboard, this course will encourage self expression and diversity while primarily focusing on illustrative work that is directly tied to Graphic Design based creative briefs. The aim here is to develop strong portfolio pieces.

NMAT-D 467 Publication & Editorial Design (3 cr.)
P: NMAT-D 257. A publication and editorial design course that tackles multiple paged printed and bound documents, beginning with magazines and transitioning to focus upon the book format for the bulk of the course. It currently operates primarily within InDesign, while utilizing other software from the Adobe suite, such as Photoshop and Illustrator.

NMAT-F 101 Drawing Foundations (3 cr.) This course is designed to introduce the drawing student to the foundation principles of drawing from observation. Through direct observation of objects, interiors, and figures, students will explore different materials. Proportion, structure, and composition will be covered. Students in this class will work with both traditional (graphic pencils, charcoal, conte crayon, pen) and digital materials. Students will be encouraged to find their expressive creativity through various assignments.

NMAT-F 102 2D Design / Color Theory (3 cr.) This course will comprehensively study design elements and principles as basic means of organizing two-dimensional space. Both additive and subtractive color theory will be explored and applied through various projects. There will be an emphasis on inventiveness and an exploration of many media.

NMAT-F 103 3D Foundations (3 cr.) Volume, space, material, and physical properties studies provide the basis for the exploration of three-dimensional form, including carving, construction, modeling, and casting. Materials

that will be used are wood, plaster, metal, and found objects.

NMAT-F 250 Connected Foundations (3 cr.) P: NMAT-F 201 Connected Foundations is the capstone of the core foundations program. The course will help students synthesize the foundation learning to help build the momentum, awareness, and confidence for majors to excel in their junior and senior years. The course is one week long and involves experiences at a retreat center off campus.

NMAT-G 341 Independent Study In New Media, Art & Technology (1-6 cr.) In-depth projects and studies of special topics closely related to existing areas of concentration within New Media, Art & Technology. May be repeated.

NMAT-G 346 Classics in Philosophy of Art (3 cr.) P: 3 cr. of Philosophy. Readings from ancient to contemporary philosophers on the definition of art, the nature of beauty, the relationship of art to society, and other related topics. This course must be taken on the IU Kokomo campus.

NMAT-G 398 Internship In New Media, Art & Technology (1-3 cr.) P: Consent of the instructor. The Internship in New Media, Art, & Technology has two components: the service-learning portion, where you work on location in your internship (40 hours/1 credit); and the academic portion, where you earn a grade and receive credit toward your degree. May be repeated once for credit, but no more than 6 credits total may be earned.

NMAT-G 405 Concepts and Images (3 cr.) This advanced study course covers the understanding and use of critical theory in the contemporary world. Questions such as, in what ways does theory help in thinking and understanding the world. This course will explore, through the visual arts, contemporary critical theory and how we use it to be better thinkers, writers, students, and citizens of the world.

NMAT-G 411 New Media Theory (3 cr.) P: ENG-W 131. This course examines various theories of new media communication and its effects on the world. Theories of design, criticism and computer-mediated communication will be explored. After taking this course, students should be able to critique new media and their societal effects.

NMAT-G 491 Professional Practices (3 cr.) P: Junior or higher status or instructor approval. Senior Seminar is the culminating capstone course for students majoring in New Media, Art, and Technology. This course marks the end of your undergraduate experience and, as such, asks you to reflect upon your undergraduate experience, demonstrate the academic abilities you have gained over the course of your academic career, and prepare for the next stages of your professional and educational life.

NMAT-G 499 Senior Thesis Capstone (1-3 cr.) Centers around the senior thesis exhibition. A body of work that is conceived, proposed, researched, developed, critiqued, reviewed, and exhibited in the annual spring senior thesis exhibition. One credit is in the fall semester, and two credits are in the spring semester. Repeatable for a total of 3 cr

NMAT-H 258 History of Graphic Design (3 cr.) Explore how the technologies used in graphic design have

evolved, and research the consequences of those changes.

NMAT-S 100 Fundamental Studio Drawing (3 cr.) This course is designed to introduce the drawing student to the foundation principles of drawing from observation. Through direct observation of objects, interiors, and figures students will explore different materials. Proportion, structure and composition will be covered. Students in this class work with graphite pencils, charcoal, conte crayon and pen. Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 200 Drawing II (3 cr.) P: S 100 Fundamental Studio Drawing. This course is designed to expand upon the drawing student's knowledge of foundation principles of drawing from observation. Through the exploration of materials and direct observation of objects, interiors, and figures students will create advanced drawing projects. Students in this class work with colored pastels, pen and ink and colored pencils. Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 230 Painting I (3 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques using acrylic paint, discovering how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting.

NMAT-S 240 Introduction to Printmaking Media (3 cr.) This course will provide an introduction to the basic techniques of Monotype, Relief, Intaglio, and Silkscreen Printmaking. The course will provide the beginning student with the basic terminology of printmaking and an understanding of contemporary prints.

NMAT-S 260 Ceramics I (3 cr.) This course is designed to introduce students to the basic skills of ceramics. You will learn how to manipulate clay in various ways to create 3D works of art. Projects are designed to introduce skills with allowance for creative thought and personal input.

NMAT-S 270 Sculpture I (3 cr.) This course deals with the contemporary practice of object making & sculptural theory. The instructor will explore the possible visual and sculptural outcomes of working with processes and materials.

NMAT-S 300 Drawing III (3-6 cr.) P: S 200. This course is designed to advance the drawing student's knowledge of materials and principles through experimentation and investigation of one's own research. Through the exploration of materials and research of subject matter the student will create advanced drawing projects. Students in this class work with non-traditional drawing materials and tools. Students will be encouraged to find their own personal expressive creativity through various assignments. May be repeated once.

NMAT-S 302 Advanced Drawing (3-6 cr.) This course is designed to train the advanced art student the foundation

of drawing from the human figure. Through direct observation of live models and anatomical drawing aids will help the students learn to sight and translate. Proportion and structure will be stressed. Gesture, line quality, value, composition, and human anatomy will be studied. A variety of techniques and approaches to drawing will allow each student to find their own personal expressive creativity. Conceptual figurative issues will be considered in the work in the last part of the semester. May be repeated once.

NMAT-S 322 Exploration of Materials and Process (3-6 cr.) P: NMAT-F 203 This course will explore diverse art mediums and ways of working. The student may use printmaking, clay, metal, plastics, sculpture, photography and drawing in mixed media projects. The projects will involve different methods of working including intentional and intuitive methods of planning as well as collaborative works. The elements and principles of design will be infused within the objectives of the projects. May be repeated once.

NMAT-S 330 Painting II (3-6 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques discovering how the artist creates and composes a well-rounded painting using oil paints. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting. May be repeated once.

NMAT-S 332 Plein Air Painting (3 cr.) P: NMAT-S 230 - Painting I. Landscape painting on location throughout the surrounding region--including investigation of color, light, application of materials, and linear and atmospheric perspective.

NMAT-S 340 Intaglio Printmaking (3-6 cr.) This course will provide intermediate studies in Intaglio Printmaking. The course will build on the basic terminology and techniques of printmaking studied in NMAT-S 240. There will be a continued focus on the study of contemporary prints. May be repeated once.

NMAT-S 342 Relief Printmaking (3-6 cr.) P: NMAT-S 240. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and color reduction printing with linoleum and wood. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints. May be repeated once.

NMAT-S 344 Silkscreen Printmaking (3-6 cr.) This course will provide intermediate studies in Printmaking with an introduction to the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in NMAT-S 240, but it could be taken without previous printmaking experience. There will be a focus on the study of contemporary prints and printmaking. May be repeated once.

NMAT-S 350 Community Art Projects (1-3 cr.) This variable credit studio course will allow students to partner

with local not-for-profit agencies and businesses to complete art projects including but not limited to murals and public sculptures. Under the direction of the faculty member, students will work with community members to establish a project plan including designs and materials budget. Repeatable up to 6 cr.

NMAT-S 370 Sculpture II (3 cr.) P: NMAT-S 270. This course deals with the contemporary practice of object making & sculptural theory. The instructor will explore the possible visual and sculptural outcomes of working with processes and materials. Can be repeated once.

NMAT-S 372 Sculpting the Human Form (3 cr.) P: NMAT-S 470 or permission of instructor. Instruction in the principles of modeling the human figure and achieving a basic proficiency in three-dimensional form--including study of the balance and proportion of the human figure.

NMAT-S 430 Painting III (3-12 cr.) P: NMAT-S 230 Painting I, NMAT-S 330 Painting II. In this course you will work throughout the semester advancing your observational painting skills while combining abstract images and practicing how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express your ideas through painting. Repeatable.

NMAT-S 432 Advanced Painting (3-12 cr.) P: NMAT-S 230 Painting I, NMAT-S 330 Painting II, NMAT-S 430 Painting III. This is an advanced course in the use of photography and cinematography. The recent developments in digital cameras and the inclusion of video capabilities are compelling. The ability to use still and moving images are at the core of the cultural communications milieu and require our attention. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations. Repeatable.

NMAT-S 442 Advanced Printmaking (3-12 cr.) P: NMAT-S 240 Basic Printmaking Media, 300-level printmaking course. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and large scaled prints. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints. Repeatable.

NMAT-S 444 Advanced Silkscreen Printmaking (3-12 cr.) P: NMAT-S 240 Basic Printmaking Media, NMAT-S 344 Silkscreen Printmaking. This course will provide advanced studies in Printmaking with a focus on the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in NMAT-S 240 and NMAT-S 344.

There will be a focus on the study of contemporary prints and printmaking. Repeatable.

NMAT-S 470 Sculpture III (3 cr.) P: NMAT-S 270, NMAT-S 370 This course deals with the contemporary practice of object making & sculptural theory. The instructor will explore the possible visual and sculptural outcomes of working with processes and materials. Repeatable.

NMAT-S 472 Advanced Sculpture (3-12 cr.) (previously FINA-S 472) P: NMAT-S 270, NMAT-S 370, NMAT-S 470. This is an advanced course in object making and contemporary practices. This is an advanced course for juniors and seniors who are specializing in sculpture/object making in their degree and thesis for graduation. Repeatable.

NMAT-S 489 Sculpture, Monumental Public (3 cr.) This class deals with conceiving, constructing, and engineering monumental-scale public sculpture.

NMAT-W 201 Introduction to New Media (3 cr.) P: ENG-W 131. This course is an introduction to New Media. Through readings and projects, students learn basic principles of web sites and other online communication, focusing on creating content, developing designs, and producing graphics. Particular attention is paid to learning web site creation and management software.

Bachelor of Science in Digital Media and Storytelling - Online Collaborative

As a student in IU Online's Bachelor of Science in Digital Media and Storytelling, you will learn how you can use digital tools to create artistic and professional messages and stories. Develop a critical understanding of the role and influence of media domestically and globally. Learn to critically evaluate and assess information and its credibility. Acquire career-ready skills in communication, as well as techniques to engage and inform audiences.

Degree Requirements

To earn the B.S. in Digital Media and Storytelling, students must complete the standard campus- and school-specific degree requirements, including general education, of their campus of enrollment, and the 40 hours B.S. in Digital Media and Storytelling major.

The degree consists of:

1. Digital Media and Storytelling Core (22 cr.)
2. Digital Media and Storytelling Specialization (15 cr.)
 1. Public Relations
 2. Digital Storytelling
3. Digital Media and Storytelling Capstone (3 cr.)

Courses

Digital Media Storytelling Core (22 cr.):

1. **Writing** (2 courses-6 cr.)

Complete:

- ENG-W 203 Creative Writing (3 cr.)

Complete one of:

- ENG-W 231 Professional Writing (3 cr.)
- ENG-W 234 Technical Report Writing (3 cr.)
- ENG-W 270 Argumentative (3 cr.)
- JOUR-J 200 Reporting, Writing, Editing (3 cr.)

- NEWM-N 260 Scriptwriting (3 cr.)

2. Visual Literacy (3 cr.)

Complete one of:

- COMM-M 215 Media Literacy (3 cr.)
- JOUR-J 210 Visual Communication (3 cr.)

3. Digital Tools (3 cr.)

Complete one of:

- COMM-M 210 Media Message Design (3 cr.)
- FINA-D 210 Digital Art: Survey and Practice (3 cr.)
- NEWM-N 202 Digital Storytelling (3 cr.)

4. Gateway to the Digital Media Storytelling Major (3 cr)

Complete:

- JOUR-J 205 Sophomore Seminar Digital Media Storytelling (3 cr.)

5. Career Preparation (1 cr)

Complete one of:

- JOUR-J 307 Media Career Planning (1 cr.)
- JOUR-J 400 Careers in Public Relations (1 cr.)

6. One Media Law course (3 cr.)

Complete one of:

- CMCL-C 328 Digital Responsibilities and Rights (3 cr.)
- JOUR-J 300 Communications Law (3 cr.)

7. One Media History course (3 cr.)

Complete one of:

- COMM-M 370 History of Television (3 cr.)
- COMM-M 373 Film and Video Documentary (3 cr.)
- FILM-C 393 History of European & American Film I (3 cr.)
- FILM-C 394 History of European & American Film II (3 cr.)
- FILM-C 395 History of American Film (3 cr.)
- FINA-A 477 History of Photography (3 cr.)

Digital Media and Storytelling Specializations: (15 cr.)

Complete **either A or B**; 5-course specializations:

A) Public Relations Core (15 cr.)

Complete the following 4 courses:

- COMM-J 321/JOUR-J 321/SPCH-S 233 Introduction to Public Relations (3 cr.)
- COMM-C 429/JOUR-J 429 Public Relations Campaigns (3 cr.)
- JOUR-J 349/JOUR-J 390/SPCH-S 333/COMM-C 349 Public Relations Writing (3 cr.)
- JOUR-J 403 Public Relations Research (3 cr.)

Complete one of the following:

- CMCL-C 315 Advertising and Consumer Culture (3 cr.)
- CMCL-C 324 /COMM-R 321 Persuasion (3 cr.)
- COMM-C 462 Media Theory & Criticism (3 cr.)

- COMM-M 462 Television Aesthetics/Criticism (3 cr.)
- JOUR-J 410 Media as Social Institutions (3 cr.)
- SPCH-S 303 Propaganda and Persuasion (3 cr.)

B) Digital Storytelling (15 cr.)

Complete 3 credits from each of the following categories: (9 cr.)

i. Writing as Making

- ENG-W 301 Writing Fiction (3 cr.)
- ENG-W 302 Introduction to Screen Writing (3 cr.)
- ENG-W 303 Writing Poetry (3 cr.)
- ENG-W 305/W311 Writing Creative Non-Fiction (3 cr.)
- ENG-W 315 Writing for the Web (3 cr.)
- ENG-W 318 Finding Your E-Voice (3 cr.)
- ENG-W 323 Digital Writing (3 cr.)
- NEWM-N 260 Script Writing (3 cr.)

ii. Digital, Photography, and Video - Lens Based Image Construction

- FINA-S 303 Lens-Based Narrative Construction (3 cr.)

iii. Interactive/Emergent Media

- JOUR-J 301 Social Media Strategies (3 cr.)
- JOUR-J 303 Online Journalism (3 cr.)
- NEWM-N 485 Social Media Content, Analytic (3 cr.)

Complete **one** (3 cr.) Media Critique and Analysis course:

- CMCL-C 315 Advertising and Consumer Culture (3 cr.)
- CMCL-C 324 Persuasion (3 cr.)
- COMM-C 462 Media Theory & Criticism (3 cr.)
- COMM-M 462 Television Aesthetics/Criticism (3 cr.)
- COMM-R 321 Rhetoric, Culture & Society (3 cr.)
- JOUR-J 410 Media as Social Institutions (3 cr.)
- SPCH-S 303 Propaganda and Persuasion (3 cr.)

Complete **one** (3 cr.) Media Audiences and Platforms course:

- COMM-C 316 Human Communication in the Digital Age (3 cr.)
- ENG-W 315 Writing for the Web (3 cr.)
- ENG-W 318 Finding Your E-Voice (3 cr.)
- ENG-W 323 Digital Writing (3 cr.)
- SPCH-S 333/JOUR-J 390/JOUR-J 349 Public Relations Writing (3 cr.)

C. Digital Media Storytelling Capstone (3 cr.)

- JOUR-J 495 Digital Media and Storytelling Capstone (3 cr.)

Department of Psychology

Chair: Kathryn Holcomb

Associate Professors: Kevin Clark, Kathryn Holcomb

Assistant Professors: Julie Tobin, Gin Morgan

Clinical Associate Professor: Rosalyn Davis, Joseph Waters

Mission

The mission of the psychology program is to provide students with one of four available bachelor's degrees in psychology: the Bachelor of Arts (B.A.), which follows the traditional liberal arts framework for college education; and three Bachelor of Science (B.S.) degrees, which allow more focused study of the science of psychology. Thus, our program contributes to IU Kokomo's mission of providing undergraduate coursework leading to the baccalaureate degree for residents of North Central Indiana. We in the psychology department strive to help our majors understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data, and communicate more effectively. The psychology program seeks to provide students the opportunity to develop and achieve their personal and career aspirations, including opportunities for engaging in research with faculty, independent research, and practicum experiences within the community. Thus, our program contributes to IU Kokomo's mission to enhance research and develop partnerships between our degree and various community programs.

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology, General Science Track
- Bachelor of Science in Psychology, Psychological Science Track
- Bachelor of Science in Psychology TSAP

Minors

- Psychology

Masters Degree

- Master of Arts in Mental Health Counseling

Online Collaborative Programs

- Graduate Certificate in Alcohol and Drug Counseling

Courses

- Undergraduate Courses
- Graduate Courses

Bachelor of Arts in Psychology

The Bachelor of Arts degree in psychology provides broad coverage of modern scientific psychology, including the methods by which knowledge is acquired in this field. As a science, psychology seeks to understand the basic principles by which living organisms adapt their behavior to the changing physical and social environments in which they live. The breadth of the discipline, with its links to the humanities, mathematics, computer sciences, and other social and natural sciences, encourages the development of broad problem-solving skills through exposure to research methodology and statistical analysis and contributes to personal growth and the development of communication skills.

The psychology major requirements reflect the belief of the faculty that all psychology majors should be exposed to a core of courses, and be allowed to select other courses in the field that are of particular interest. The major is designed so that, in consultation with his or her advisor, each student will be prepared to enter the workforce prepared for positions in human services,

social services, or business areas such as personnel or management. The major requirements are also suitable for the psychology major who is considering furthering his or her education at the graduate level in social work, marriage and family counseling, vocational counseling, or the more traditional applied and experimental psychology programs. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

1. See the "Degree Requirements for a B.A. in Humanities and Social Sciences" section under the "School of Humanities and Social Sciences" for General Education and other basic requirements.
2. Students are required to take ENG-W221 Sophomore Writing Lab: Writing in the Social Sciences with a grade of C- or higher. It is recommended that students take this course prior to PSY-P 259 Introduction to Psychological Inquiry.
3. Psychology Major Requirements for B.A.: Students must complete a minimum of 43 credit hours in psychology with a grade of C- or higher in each course. Questions about other psychology courses that might meet Cluster I, II, III, IV, or V below should be directed to the department.

Psychology Core Requirements: The following courses are required of all students declaring a B.A. in Psychology major (all course descriptions can be found here):

- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)
- PSY-P 355 Experimental Psychology (4 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)*

Category I: Choose 1 of these 2 courses:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)

Category II: Choose 1 of these 2 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Category III: Choose 1 of these 2 courses:

- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 407 Drugs and the Nervous System (3 cr.)

Category IV: Choose 1 of these 2 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category V: Choose 1 of these 2 courses:

- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)

NOTE: Credit cannot be earned for both PSY-P 216 and PSY-P 316.

Category VI: Choose 1 of these 5 courses:

- PSY-B 388 Human Sexuality (3 cr.)
- PSY-P 343 Psychology Abroad (3 cr.)
- PSY-P 348 Psychology of Hip Hop (3 cr.)
- PSY-P 364 Multicultural Issues in Counseling (3 cr.)
- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)

Supervised Skills Sequence: Students should consult with academic advisors and with the psychology faculty in deciding which 1 of these 2 sequences to complete:

- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II
- PSY-P 381 Helping Skills and Ethics (3 cr.) + PSY-B421 Practicum in Psychology (3 cr.)

Psychology Elective - one additional 3 credit hour psychology course at the 200-, 300-, or 400-level is required.

*Psychology majors are not required to take ENG W 350. The intensive writing requirement is fulfilled in PSY-P 459 History & Systems of Psychology.

Bachelor of Science in Psychology, Psychological Science Track

The Bachelor of Science in Psychology is designed to meet the needs of students who want an emphasis on either psychological or natural sciences as well as greater flexibility in electives. Students who graduate with a Bachelor of Science in Psychology will understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and effectively communicate orally and in writing. The Bachelor of Science in Psychology has a strong scientific focus, giving students the opportunity to develop skills in scientific inquiry and interpretation.

The Psychological Science track emphasizes scientific inquiry in psychology, and is most suitable for students who wish to pursue graduate work in psychology. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

Requirements for the Bachelor of Science in Psychology, Psychological Science track:

1. General Education: Students are required to complete the IU Kokomo General Education program (described here)
2. Students are required to take ENG-W221 Sophomore Writing Lab: Writing in the Social Sciences with a grade of C- or higher. We recommend that students take this course prior to PSY-P259 Introduction to Psychological Inquiry.
3. Psychology Major Requirements for B.S.: Students must complete a minimum of 46 credit hours in psychology with a grade of C- or higher in each course. Questions about other psychology courses that might meet Cluster I, II, III, IV, or V below should be directed to the department.
4. One additional Physical and Life Sciences course (must be a lab course) (4-5 cr.): Between the general education and the psychology major requirements in Physical and Life Sciences courses,

the student must have completed at least one Biology course with a lab. Additional Physical and Life Sciences courses must have a C- or higher.

5. Humanities and Social Sciences requirements for a B.S. degree.

Psychology Core Requirements: The following courses are required of all students declaring a B.S. in Psychology, Psychological Sciences track (all course descriptions can be found here):

- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)
- PSY-P 355 Experimental Psychology (4 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)

Category I: Choose 1 of these 2 courses:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)

Category II: Choose 1 of these 2 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Category III: Choose 1 of these 2 courses:

- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 407 Drugs and the Nervous System (3 cr.)

Category IV: Choose 1 of these 2 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category V: Choose 1 of these 2 courses:

- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)

NOTE: Credit cannot be earned for both PSY-P 216 and PSY-P 316.

Category VI: Choose 1 of these 5 courses:

- PSY-B 388 Human Sexuality (3 cr.)
- PSY-P 343 Psychology Abroad (3 cr.)
- PSY-P 348 Psychology of Hip Hop (3 cr.)
- PSY-P 364 Multicultural Issues in Counseling (3 cr.)
- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)

Supervised Skills Sequence: Students completing the B.S. in Psychology, Psychological Science track are required to complete

- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II (No substitutes.)

One additional psychology course from Category I, II, III or IV above.

Psychology Elective. One additional 3 credit hour psychology course at the 200-, 300- or 400-level is required.

Bachelor of Science in Psychology, General Science Track

The Bachelor of Science in Psychology is designed to meet the needs of students who want an emphasis on either psychological or natural sciences as well as greater flexibility in electives. Students who graduate with a Bachelor of Science in Psychology will understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and effectively communicate orally and in writing. The Bachelor of Science in Psychology has a strong scientific focus, giving students the opportunity to develop skills in scientific inquiry and interpretation.

The General Science track emphasizes the connections between the science of psychology, and various other physical and natural sciences. Therefore, this program requires additional study in natural science, and is suitable for students who wish to pursue graduate work in professional health programs such as occupational therapy or physical therapy, medicine, or medical or geriatric social work. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

Requirements for the Bachelor of Science in Psychology, General Science track:

1. General Education: Students are required to complete the IU Kokomo General Education program (described here)
2. Students are required to take ENG-W221 Sophomore Writing Lab: Writing in the Social Sciences with a grade of C- or higher. It is recommended that students take this course prior to PSY-P259 Introduction to Psychological Inquiry.
3. Psychology Major Requirements for B.S.: Students must complete a minimum of 43 credit hours in psychology with a grade of C- or higher in each course. Questions about other psychology courses that might meet Cluster I, II, III, IV, or V below should be directed to the department.
4. Three additional Physical and Life Sciences courses (two with labs) (12-15 cr.) - Between the general education and the psychology major requirements in Physical and Life Sciences courses, the student must have completed three courses that are either Biology or Chemistry courses, and two of those must include labs. Additional Physical and Life Sciences courses must have a C- or higher.
5. Humanities and Social Sciences Requirements for a B.S. degree.

Psychology Core Requirements: The following courses are required of all students declaring a B.S. in Psychology, General Sciences track (all course descriptions can be found here):

- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)

- PSY-P 355 Experimental Psychology (4 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)

Category I: Choose 1 of these 2 courses:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)

Category II: Choose 1 of these 2 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Category III: Choose 1 of these 2 courses:

- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 407 Drugs and the Nervous System (3 cr.)

Category IV: Choose 1 of these 2 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category V: Choose 1 of these 2 courses:

- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)

NOTE: Credit cannot be earned for both PSY-P 216 and PSY-P 316.

Category VI: Choose 1 of these 5 courses:

- PSY-B 388 Human Sexuality (3 cr.)
- PSY-P 343 Psychology Abroad (3 cr.)
- PSY-P 348 Psychology of Hip Hop (3 cr.)
- PSY-P 364 Multicultural Issues in Counseling (3 cr.)
- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)

Supervised Skills Sequence: Students should consult with academic advisors and with the psychology faculty in deciding which 1 of these 2 sequences to complete:

- PSY-P 381 Helping Skills and Ethics (3 cr.) + PSY-B421 Practicum in Psychology (3 cr.)
- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II

Psychology Elective. One additional 3 credit hour psychology course at the 200-, 300- or 400-level is required

Bachelor of Science in Psychology TSAP

The Bachelor of Science in Psychology TSAP is designed to meet the needs of students who have completed a Transfer Singular Articulation Pathway (TSAP) in Psychology at a community college in the state of Indiana. Students who graduate with a Bachelor of Science in Psychology TSAP will understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and effectively communicate orally and in writing. The Bachelor of Science in Psychology TSAP has a strong scientific focus, giving students the opportunity to develop skills in scientific inquiry and interpretation.

The TSAP coursework provides students with greater depth in psychology topics as well as emphasizing the connections between the science of psychology, and various other physical and natural sciences. Therefore, this program requires additional study in natural science, and is suitable for students who wish to pursue graduate work in professional health programs such as occupational therapy or physical therapy, medicine, or medical or geriatric social work. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

For students who are interested in completing their Psychology TSAP at IU Kokomo, we advise taking a math course that will transfer in as one of the courses below to serve as the prerequisite for PSY-K300 Statistical Techniques. For example, at Ivy Tech, students taking MATH 123 Quantitative Reasoning would be required to take an additional math course at IU Kokomo to be prepared to complete the statistics course. For Ivy Tech students, MATH 135 is the recommended course to most easily complete the Psychology TSAP.

Requirements for the Bachelor of Science in Psychology TSAP:

1. General Education: Completion of the STGEC at the Indiana institution is required for students completing the Bachelor of Science in Psychology TSAP. In addition to the coursework taken prior to enrollment at IU Kokomo, students are also required to complete the following credits if not completed at their previous institution:
 1. Math: MATH-M118 Finite Mathematics, MATH-M110, MATH-M 119, MATH-M125, MATH-M134, or MATH-M215 (unless part of STGEC) (3 credits)
 2. Cultural Diversity course (unless part of STGEC) (3 credits)
2. Students are required to take ENG-W221 Sophomore Writing Lab: Writing in the Social Sciences (3 credits) with a grade of a C- or higher.
3. Psychology Major Requirements for B.S.: Students must complete a minimum of 31 credit hours in psychology with a grade of C- or higher in each course. Questions about other psychology courses that might meet Cluster I, II, III, IV, or V below should be directed to the department.
4. Humanities and Social Sciences requirements for a B.S. degree.

Psychology Core Requirements: The following courses are required of all students declaring a B.S. in Psychology TSAP (all course descriptions can be found here):

- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 355 Experimental Psychology (4 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)

Category I: Choose 1 of these 2 courses:

- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)

Category II: Choose 1 of these 2 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Category III: Choose 1 of these 2 courses:

- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 407 Drugs and the Nervous System (3 cr.)

Category IV: Choose 1 of these 2 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category V: Choose 1 of these 5 courses:

- PSY-B 388 Human Sexuality (3 cr.)
- PSY-P 343 Psychology Abroad (3 cr.)
- PSY-P 348 Psychology of Hip Hop (3 cr.)
- PSY-P 364 Multicultural Issues in Counseling (3 cr.)
- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)

Supervised Skills Sequence: Students should consult with academic advisors and with the psychology faculty in deciding which 1 of these 2 sequences to complete:

- PSY-P 381 Helping Skills and Ethics (3 cr.) + PSY-B421 Practicum in Psychology (3 cr.)
- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II

Three additional Physical and Life Sciences courses, two with labs. Between the STGEC and IU Kokomo, three science courses must be biological science or chemistry (12-13 credits):

- Additional course with lab (5 credits)
- Additional course with lab (4-5 credits)
- Additional course (3 credits)

Electives:

- Additional credits in electives to get to 120 total credits
- At least one 3 credit elective needs to be at the 300 or 400 level.

Minor in Psychology

Students must complete 15 credit hours in psychology with a grade of C- or higher in each course. At least six credit hours must be at the 300 or 400 level. Courses must include:

- PSY-P 103 General Psychology (3 credits)
- Two courses, with each from a category in the Psychology curriculum (6 credits):
 - Category I:
 - PSY-P 319 Psychology of Personality (3 cr.)
 - PSY-P 320 Social Psychology (3 cr.)
 - Category II:
 - PSY-P 325 Psychology of Learning (3 cr.)
 - PSY-P 335 Cognitive Psychology (3 cr.)
 - Category III:
 - PSY-P 326 Behavioral Neuroscience (3 cr.)
 - PSY-P 407 Drugs and the Nervous System (3 cr.)
 - Category IV:
 - PSY-P 303 Health Psychology (3 cr.)

- PSY-P 324 Abnormal Psychology (3 cr.)
- Category V:
 - PSY-P 216 Life Span Developmental Psychology (3 cr.)
 - PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)
 - NOTE: Credit cannot be earned for both PSY-P 216 and PSY-P 316.
- Category VI: Choose 1 of these 5 courses:
 - PSY-B 388 Human Sexuality (3 cr.)
 - PSY-P 343 Psychology Abroad (3 cr.)
 - PSY-P 348 Psychology of Hip Hop (3 cr.)
 - PSY-P 364 Multicultural Issues in Counseling (3 cr.)
 - PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)
- Two additional 3 credit hour psychology classes (i.e., courses designated PSY) above the 100 level (6 credits)
- PSY-G 552 Career Counseling and Development (3 cr.)
- PSY-G 647 Advanced Internship (3 cr.)
- PSY-I 501 Multicultural Counseling (3 cr.)
- PSY-I 669 Psychological Assessment in Rehabilitation II (Personality Assessment) (3 cr.)
- PSY-P 502 Developmental Psychology (3 cr.)
- PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr.)
- PSY-P 535 Introduction to Addictions Counseling (3 cr.)
- PSY-P 537 Program Evaluation (3 cr.)
- PSY-P 540 Principles of Psychological Assessment & Prediction (3 cr.)
- PSY-P 563 Foundations of Mental Health Counseling (3 cr.)
- PSY-P 624 Principles of Psychopathology (3 cr.)
- PSY-P 632 Introduction to Clinical Interventions (3 cr.)
- PSY-P 657 Topical Seminar, 2 cr/semester (4 cr.)
- PSY-P 690 Practicum in Clinical Psychology (2 cr.)
- PSY-P 736 Child Psychopathology (3 cr.)

Master of Arts in Mental Health Counseling

The Master of Mental Health Counseling program will provide deeper understanding of human behavior and counseling theory. It is a broad-based training program where students will cover a range of topics that will allow them to work with a diverse clientele and in a variety of treatment settings. Those that complete the program will also be positioned to seek licensure as a professional counselor or to seek further graduate training.

This evidence-based program will prepare students to work as licensed mental health counselors in the State of Indiana. Based on current requirements, this program also meets standards for licensure requirements in most surrounding states with the exception of Kentucky. Learning outcomes of this program will address:

- Human growth and development
- Social and cultural foundations of mental health counseling
- Helping relationships
- Group dynamics, processes, counseling, and consultation
- Career and lifestyle development
- Assessment and appraisal of individuals
- Research and program evaluation
- Professional orientation and ethics
- Foundations of mental health counseling
- Contextual dimensions of mental health counseling
- Knowledge and skills for practice of mental health counseling

This program is sixty (60) credit hours. A student must maintain a minimum grade point average of 3.0 (B) with no more than two grades of C throughout their coursework. The following courses are required of all students:

- PSY-G 522 Counseling Theories (3 cr.)
- PSY-G 532 Introduction to Group Counseling (3 cr.)
- PSY-G 550 Internship in Counseling 3 cr/semester for (9 cr.)

Graduate Certificate in Alcohol and Drug Counseling

What you study

IU Online's Graduate Certificate in Alcohol and Drug Counseling is open to **Indiana residents only**. It offers instruction in the 12 core functions of an addiction counselor and also explores the history, major theories, techniques, and strategies in the field of substance addiction and intervention.

How you benefit

Students in this program evaluate and critically analyze professional scholarship in the field. They apply the counseling skills needed to address the mental health needs of diverse clients—concentrating on prevention, intervention, and crisis management. They apply strategies for helping clients identify addiction's impact on their life, relationships, and health, and the benefits of living without addiction. Emphasis is placed on critical analysis of one's own previous attitudes and beliefs surrounding mental health issues, substance use, and culturally diverse groups—and how these may influence future clinical work.

This program is taught by IU Bloomington, IUPUC, IU Kokomo, and IU South Bend.

Certificate Requirements

To earn a Graduate Certificate in Alcohol and Drug Counseling, you must complete 18 credit hours as follows:

1. Addiction Counseling Theories and Techniques (3 cr.)

Complete one of the following courses:

- EDUC-G 510 Introduction to Alcohol and Drug Counseling (3 cr.)
- PSY-G 510 Alcohol and Drug Counseling (3 cr.)
- PSY-P 535 Introduction to Addictions Counseling (3 cr.)

2. Clinical Appraisal and Assessment (3 cr.)

Complete one of the following courses:

- EDUC-G 511 Screening and Assessment of Alcohol and Drug Problems (3 cr.)
- PSY-G 505 Clinical Appraisal and Assessment (3 cr.)
- PSY-P 540 Principles of Psychological Assessment and Prediction(3 cr.)

3. Clinical Problems and Applications (3 cr.)

Complete one of the following courses:

- EDUC-G 512 Counseling Approaches to Addictions (3 cr.)
- PSY-G 512 Counseling Approaches to Addictions (3 cr.)

4. Psychoactive Drugs and Psychopharmacology (3 cr.)

Complete one of the following courses:

- EDUC-G 513 Legal and Illegal Drugs of Abuse (3 cr.)
- PSY-G 513 Psychopharmacology and Counseling (3 cr.)

5. Diversity (3 cr.)

Complete one of the following courses:

- EDUC-G 575 Multicultural Counseling (3 cr.)
- PSY-G 575 Multicultural Counseling (3 cr.)
- PSY-I 501 Multicultural Counseling (3 cr.)

6. Practicum (3 cr.)

Complete one of the following courses:

- EDUC-G 514 Practicum in Alcohol and Drug Counseling (3 cr.)
- EDUC-G 647 Advanced Internship in Counseling (3 cr.)
- PSY-G 524 Practicum in Mental Health Counseling (3 cr.)
- PSY-G 550 Internship in Mental Health Counseling (3 cr.)

Admissions

To be accepted to this program, you must have:

1. A bachelor's degree
2. 3.0 minimum GPA

To apply to this program, complete an online application that includes:

1. Official transcripts from each undergraduate institution
2. Resume
3. Personal statement (250 words)

Application Dates

Fall semester: Aug 1

Spring semester: Jan 1

Psychology Courses Undergraduate

PSY-B 388 Human Sexuality (3 cr.) P: PSY-P 103 and Sophomore standing. Variable scheduling. A survey of human sexuality to increase knowledge and comfort regarding sexuality in a variety of aspects, i.e. sexual behavior and response, influences of culture and environmental factors, psychological issues, disability

effects on sexuality, sexual research, anatomy and physiology

PSY-B 421 Internship in Psychology (3 cr.) P: PSY-P 381 and consent of instructor. This course completes the clinical-focus (Helping Skills-Practicum) sequence for the IU Kokomo psychology major. By completing 120 hours of supervised work at an approved practicum site, students will engage in the experiential learning needed to prepare them for meaningful work in the field of psychology after graduation.

PSY-K 300 Statistical Techniques (3 cr.) Fall and Spring. P: MATH-M 118 or MATH-M 119 or equivalent. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, elementary probability. Concepts of statistical inference decision-making, estimation, and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

PSY-P 103 General Psychology (3 cr.) Fall, Spring, and Summer. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality development, and abnormal and social psychology.

PSY-P 216 Life Span Developmental Psychology (3 cr.) Fall, Spring, and Summer. P: PSY-P 103. A survey course that integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death. Throughout the life span, theories, research, and critical issues in developmental psychology are explored, with consideration of practical implications. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 259 Introduction to Psychological Inquiry (3 cr.) P: PSY-P 103; ENG-W221 recommended. This course will provide psychology majors with an introduction to the basic processes of psychological inquiry. Students will be assisted in becoming more effective learners and critical thinkers, reading primary literature in psychology, and conducting basic survey research as well as learning about the most common methods in psychological research. This course will also include an overview of the psychology major and opportunities for graduate study and careers.

PSY-P 279 Introduction to Creative Arts Therapies (3 cr.) P: PSY-P 103. An introduction to the historical origins, theoretical approaches, and applications of various creative arts therapies including art, play, music, drama, equine, and poetry. Clinical population treatment settings, guiding ethical documents, and educational requirements for each discipline will be represented.

PSY-P 303 Health Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Focuses on the role of psychological factors in health and illness. Through readings, lecture, and discussion, students will become better consumers of research on behavior-health interactions and develop a broad base of knowledge concerning how behavior and other psychological factors can impact health both positively and negatively.

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.) P: PSY-P 103 and Sophomore standing. Every Fall.

Development of behavior in infancy, childhood, and youth; factors that influence behavior. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 319 Psychology of Personality (3 cr.) P: PSY-P 103 and Sophomore standing. Every fall. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

PSY-P 320 Social Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Every Spring. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

PSY-P 322 Psychology in the Courtroom (3 cr.) P: PSY-P 103 and Sophomore standing. Alternate years. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include: definitions of "sanity" and "competency", eyewitness testimony, jury selection, instructions, and the role of psychologists as "expert witnesses" and jury selection consultants. Emphasis will be placed on empirical law-psychology research.

PSY-P 324 Abnormal Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Fall and Spring. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

PSY-P 325 Psychology of Learning (3 cr.) P: PSY-P 103 and Sophomore standing. Every Fall. Facts and principles of human and animal learning, especially as treated in theories attempting to provide a framework for understanding what learning is and how it takes place.

PSY-P 326 Behavioral Neuroscience (3 cr.) P: PSY-P 103 and Sophomore standing. R: BIOL-L 100 or BIOL-L 105. Every Spring. Central nervous system functions in relation to sensory processes, motivation, and learning.

PSY-P 327 Psychology of Motivation (3 cr.) P: PSY-P 103 and Sophomore standing. Fall 2015, then every Fall. How needs, desires, and incentives influence behavior; research on motivational processes in human and animal behavior, including ways in which motives change and develop.

PSY-P 335 Cognitive Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Every Spring. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

PSY-P 343 Psychology Abroad (3 cr.) P: Sophomore Standing. PSY/P103 plus six (6) credit hours in Psychology. Study of psychology's impact in the rest of the world, including how the field develops in different cultures, countries, and contexts.

PSY-P 348 Psychology of Hip Hop (3 cr.) Psychological underpinnings of birth of Hip Hop music and its continued influence on gender, racial, social and political dynamics.

PSY-P 355 Experimental Psychology (4 cr.) P: PSY-P 259 and PSY-K 300. Fall and Spring. Design and

execution of simple psychological experiments, treatment of results, and preparation of written reports.

PSY-P 364 Multicultural Issues in Counseling (3 cr.) P: P103 and sophomore standing. This course is meant to provide you a thorough introduction of working with diverse groups in therapy settings. We will cover the mostly likely to be treated groups but may visit others as a part of student interest and extra time. Consider this a course that will move you beyond your current understanding of diversity and allow you to consider different worldviews and issues that relate to those who are both similar and dissimilar from you. This course is designed to also increase self-awareness and facilitate appreciation of group differences as well as similarities. It will also focus on how to create system-level change in regard to racial and ethnic group relations.

PSY-P 367 Psychology of Addictions (3 cr.) P: PSY-P 103 and Sophomore standing. The purpose of this course is to examine both behavioral and substance-based addictions from a variety of viewpoints (e.g., historical, neurobiological, social, treatment, etc). Etiology and outcomes associated with addiction, as well as comorbidity and other addiction-related phenomena will also be reviewed.

PSY-P 379 Art Therapy: The People, Places, and Practices of Art Therapy (3 cr.) P: PSY-P 103 and Sophomore Status. This course will provide an in-depth examination of the historical origins and theoretical frameworks in the field; specific attention will be given to historical figures and contributors in the field.

PSY-P 381 Helping Skills and Ethics (3 cr.) P: 6 credit hours in psychology. Every Fall and Spring. Introduction to the helping relationship, including theories and strategies of effective helping, ethical issues, and limitations of the helper role.

PSY-P 391 Psychology of Gender and Ethnicity (3 cr.) P: PSY-P 103 and Sophomore standing. Variable scheduling. Basic psychological concepts and research from the perspectives of gender and ethnicity, focusing on both the similarities and differences across gender and ethnic groups. Explores the impact of social and political forces on psychological development and adjustment. Contemporary theory on ethnicity, gender, and class will also be examined.

PSY-P 407 Drugs and the Nervous System (3 cr.) P: PSY-P 103 and Sophomore standing. Every fall. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function.

PSY-P 430 Behavior Modification (3 cr.) P: PSY-P 324 and PSY-P 325 or consent of instructor. Variable scheduling. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions.

PSY-P 459 History and Systems of Psychology (3 cr.) P: PSY-P 103 and completion of 12 credit hours of psychology. Fall and Spring. This is the capstone course for psychology majors, and requires instructor

permission for enrollment. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system-making. Emphasizes integration of recent trends.

PSY-P 485 Service Learning in Psychology: From Classroom to Community (3 cr.) P: PSY-P 103 and Sophomore standing. Emphasis is on appreciating how the science of psychology uses observation to test and refine ideas about human nature and inform evidence-based applied practices in the field.

PSY-P 493 Supervised Research I (3 cr.) P: Consent of instructor. Scheduled with agreement of instructor, Fall, Spring, or Summer. Active participation in research. An independent experiment of modest magnitude; course will include a research proposal submitted to the appropriate research ethics review board. Students who enroll in PSY-P 493 will be expected to enroll in PSY-P 494.

PSY-P 494 Supervised Research II (3 cr.) P: PSY-P 493. Scheduled with agreement of instructor, Fall, Spring, or Summer. A continuation of PSY-P 493. Course will include a journal-type report of the two semesters of work.

PSY-P 495 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. Participation in ongoing research in a single laboratory or independent reading and writing on a psychological topic.

Psychology Courses Graduate

PSY-G 522 Counseling Theories (3 cr.) This course analyzes and evaluates mental health counseling theories while focusing on social/environmental impacts, research, human diversity, gender, and substance-related issues. This course facilitates the student's ability to create necessary and sufficient conditions for therapeutic change.

PSY-G 532 Group Counseling (3 cr.) This course explores the practical and theoretical concepts of group theories, dynamics, process, and stages of group counseling and integrates interpersonal communication styles, fundamental group strategies; group facilitation along with clinical training/skills building that will prepare future group leaders. Special attention is given on the use of group therapy with addictive/ substance-related disorders. This course incorporates laboratory experiences and students are required to explore interpersonal factors as they contribute to counseling skills and techniques. Current issues, controversies, and ethics in group counseling will be examined.

PSY-G 550 Internship in Mental Health Counseling (1-6 cr.) P: Consent of Instructor. This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting.

PSY-G 552 Career Counseling and Development (3 cr.) This course evaluates theories, techniques, and information resources for enhancing vocational development across the lifespan; and facilitating client problem solving and decision-making related to

maintaining balance among work, family, and leisure roles. Students will develop a knowledge base concerning objective and projective methods for exploring and assessing career client interests, skills, and values that inform clients making reasoned career and lifestyle decisions. Current issues/controversies related to ethics, sociocultural factors, maladaptive workplace behaviors (e.g., addiction, sexual harassment, etc.), and individual differences in career counseling will be examined.

PSY-G 647 Advanced Internship (1-3 cr.) This course expands the training students received in internship (PSY-G 550) by providing students with supervised training that focuses and develops competencies in various areas of mental health counseling. This course satisfies the state licensure requirement for an advanced internship for Licensed Mental Health Counselors.

PSY-I 501 Multicultural Counseling (3 cr.) P: graduate standing This course explores the role of increasing diversity in the U.S. population and how it will affect the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.

PSY-I 669 Psychological Assessment II (3 cr.) P: PSY-I 664 and consent of instructor Presentation of psychometric foundations and the basic prediction model in personality and symptom assessment. Coverage of the history of personality, symptoms of psychopathology, assessment, and supervised clinical practice in personality and symptom assessment and report writing.

PSY-P 502 Developmental Psychology (3 cr.) An advanced introduction to the theory and experimental analysis of ontogenetic processes. Special emphasis on human development.

PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr.) This course provides a critical analysis of professional issues and the ethical and legal standards in the practice of psychology. Traditional and emerging practice areas will be discussed. Topics such as professional code of ethics, legal restrictions, licensure, prescription drug privileges, managed care, and treatment efficacy research will be explored. Ethical standards and decision-making will be studied in the context of professional practice.

PSY-P 535 Introduction to Addictions Counseling (3 cr.) This course serves as an introduction to the field of counseling and human development services, with a special focus on addictions.

PSY-P 537 Program Evaluation (3 cr.) To provide an overview of data-based strategies for assessment, planning, implementation will be presented along with illustrative case examples: needs assessment, process evaluation, systems analysis, experimental-outcome evaluation, adversarial evaluation. Required for all M.A. in Applied Psychology students whose concentration is social/community.

PSY-P 540 Principles of Psychological Assessment and Prediction (3 cr.) P: PSY-P 553, PSY-P 554 or equivalent Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification.

Comparison of methods of making predictions about individuals.

PSY-P 563 Foundations of Mental Health Counseling (3 cr.)

This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

PSY-P 624 Principles of Psychopathology (3 cr.)

P: graduate standing and consent of instructor Description of the phenomena of psychopathology and the principles associated with their classification.

PSY-P 632 Introduction to Clinical Interventions (3 cr.)

Systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.

PSY-P 657 Topical Seminar (2 cr.) Topics of current interest, with intensive critical examination of appropriate literature. Different staff member in charge each semester.

PSY-P 690 Practicum in Clinical Interventions (2 cr.)

P: consent of instructor. 100 service hours

PSY-P 736 Child Psychopathology (3 cr.) Seminar on serious behavior disturbances of children. Comparisons with development of normal child interacting with family.

Department of Sociology

Chair: Stephanie Medley-Rath

Professor: Niki Weller

Associate Professor: Stephanie Medley-Rath

Assistant Professors: Nicholas Baxter, Jamie Oslawski-Lopez

Mission

The mission of the Department of Sociology is to create a learning environment that promotes a scientific understanding of social life. Through teaching, scholarship, and service, the Department of Sociology provides educational experiences that encourage students to think sociologically about the significance of social structures and processes, multicultural perspectives, and emerging interdependencies among members of the global community.

Through a variety of courses for the undergraduate student, both on campus and online, we provide our students with academic programs and varied practical experiences that enhance their understanding and application of Sociology and the sociological imagination. The B.A. and B.S. in Sociology serves as a strong foundation for graduate work in Sociology as well as in other professional fields such as social services, health services, community work, law and government, business, teaching, and college services.

As part of a liberal arts education, the Department of Sociology reflects IU Kokomo's broader mission by encouraging the development of critical thinking, effective communication, responsibilities of community membership, and other transferable skills as part of career preparation. By modeling intellectual curiosity and critical

thinking, the resulting acquisition of knowledge helps students to become informed and contributing members of society, committed to creating, maintaining and enhancing healthy, just, and sustainable social structures from micro to macro levels.

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Sociology
- Bachelor of Science in Sociology

Minors

- Sociology
- Social Justice & Community Engagement

Courses

- Undergraduate Courses

Bachelor of Arts in Sociology

The Bachelor of Arts (B.A.) degree in Sociology provides students broad exposure to the systematic study of human society, social groups, and social interaction. Students graduating with a Major in Sociology will have the skills and knowledge needed for entry-level positions in a variety of fields such as all levels of government, business, education, non-profit organizations, public administration, health care and health care administration, and law, just to name a few. In addition, the B.A. degree serves as a foundation for graduate work in sociology and other related fields.

Requirements for B.A. in Sociology (BA)

1. See the "Degree Requirements for a B.A. in Humanities and Social Sciences" section under "School of Humanities and Social Sciences" for General Education and other basic requirements.
2. Sociology Major Requirements for B.A: Students must complete a minimum of 33 credit hours in sociology with a grade of C- or higher in each course.

Sociology Core Requirements: The following courses are required for all students declaring a B.A. in Sociology (15 cr. total):

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 252 Methods of Sociological Research (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 355 Statistics for Social & Health Professionals (3 cr.)
- SOC-S 470 Senior Seminar (3 cr.)

3. Sociology Electives for BA - In addition to the courses listed in Requirement #2, students must complete a minimum of 18 additional credit hours in sociology, to be selected from the following list:

- SOC-R 320 Sexuality and Society (3 cr.)
- SOC-S 308 Global Society (3 cr.)
- SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
- SOC-S 316 Sociology of Families (3 cr.)
- SOC-S 317 Social Stratification (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 333 Sociology of Moral Panics and Fears (3 cr.)

- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 336 Society and Technology (3 cr.)
- SOC-S 338 Sociology of Gender (3 cr.)
- SOC-S 344 Sociology of Childhood (3 cr.)
- SOC-S 352 Public Sociology (3 cr.)
- SOC-S 360 Topics in Social Policy: Variable Topics (may be taken up to 4x with vari topics) (3 cr.)
- SOC-S 361 Cities and Suburbs (3 cr.)
- SOC-S 364 Drug Abuse in Society (3 cr.)
- SOC-S 366 Sport and Society (3 cr.)
- SOC-S 368 Family Violence (3 cr.)
- SOC-S 369 The Body and Society (3 cr.)
- SOC-S 372 Health Over the Life Course (3 cr.)
- SOC-S 374 Sociology of Mental Illness (3 cr.)
- SOC-S 375 Issues in Human and Social Service Agencies (3 cr.)
- SOC-S 382 Environmental Sociology (3 cr.)
- SOC-S 383 Cognitive Sociology (3 cr.)
- SOC-S 399 Decoding Disney: Sociology of the Disney Universe (1-3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SOC-S 420 Topics in Deviance (3 cr.)
- SOC-S 431 Topics in Social Psychology (3 cr.)
- SOC-S 445 Deviant Behaviors and Social Control (3 cr.)
- SOC-S 475 Applied Sociology (3 cr.)

Bachelor of Science in Sociology

The Bachelor of Science (B.S.) degree in Sociology provides students broad exposure to the systematic study of human society, social groups, and social interaction. Students graduating with a Major in Sociology will have the skills and knowledge needed for entry-level positions in a variety of fields such as all levels of government, business, education, non-profit organizations, public administration, health care and health care administration, and law, just to name a few. In addition, the B.S. degree serves as a foundation for graduate work in sociology and other related fields.

Requirements for B.S. in Sociology (BS)

1. See the "Degree Requirements" for a B.S. in Humanities and Social Sciences" section under "School of Humanities and Social Sciences" for General Education and other basic requirements.

2. Sociology Major Requirements for B.S.: Students must complete a minimum of 42 credit hours in sociology with a grade of C- or higher in each course.

Sociology Core Requirements: The following courses are required for all students declaring a B.S. in Sociology (15 cr. total)

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 252 Methods of Sociological Research (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 355 Statistics for Social & Health Professionals (3 cr.)

- SOC-S 470 Senior Seminar (3 cr.)

3. Sociology Electives for B.S. - In addition to the courses listed in Requirement #2, students must complete a minimum of 27 additional credit hours in sociology, to be selected from the following list:

- SOC-R 320 Sexuality and Society (3 cr.)
- SOC-S 308 Global Society (3 cr.)
- SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
- SOC-S 316 Sociology of Families (3 cr.)
- SOC-S 317 Social Stratification (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 333 Sociology of Moral Panics and Fears (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 338 Sociology of Gender (3 cr.)
- SOC-S 344 Sociology of Childhood (3 cr.)
- SOC-S 360 Topics in Social Policy: Variable Topics (may be taken up to 4x with variable topics) (3 cr.)
- SOC-S 361 Cities and Suburbs (3 cr.)
- SOC-S 364 Drug Abuse in Society (3 cr.)
- SOC-S 366 Sport and Society (3 cr.)
- SOC-S 368 Family Violence (3 cr.)
- SOC-S 369 The Body and Society (3 cr.)
- SOC-S 372 Health Over the Life Course (3 cr.)
- SOC-S 374 Sociology of Mental Health (3 cr.)
- SOC-S 375 Issues in Human and Social Service Agencies (3 cr.)
- SOC-S 382 Environmental Sociology (3 cr.)
- SOC-S 399 Decoding Disney: Sociology of the Disney Universe (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SOC-S 420 Topics in Deviance (3 cr.)
- SOC-S 431 Topics in Social Psychology (3 cr.)
- SOC-S 445 Deviant Behaviors and Social Control (3 cr.)
- SOC S 475 Applied Sociology (3 cr.)

Minors in Sociology **Sociology Minor**

Students interested in a Minor in Sociology must complete **15 credit hours in Sociology** with a grade of C- or higher and by completing the following requirements:

1. SOC-S 100 Introduction to Sociology (3 cr.) **or** SOC-S 101 Social Problems and Policies (3 cr.)
2. Any four additional 3 credit Sociology courses above the 100 level (totaling 12 cr.).

Social Justice and Community Engagement Minor

The Social Justice and Community Engagement Minor is focused on social stratification related to race, class, gender, and sexuality. The SJCE Minor provides students with opportunities to grapple with theory as they study particular communities and/or social issues and engage in community based learning. The Social Justice and Community Engagement Minor is Interdisciplinary, housed within the Department of Sociology, and open to all students on the IU Kokomo campus. Minors must complete 15 hours of coursework with courses coming from at least three disciplines /areas of study.

Minors can focus their study on one community or social issue or many through their choice of courses. If you have questions about the minor, please consult Jamie Oslawski-Lopez, Assistant Professor of Sociology and Coordinator of the Social Justice and Community Engagement Minor, at jloslaws@iu.edu.

Social Justice and Community Engagement Minors learn to:

- Compare diverse theories and perspectives on the causes and consequences of social stratification.
- Contrast how different disciplines study social stratification.
- Keep an open mind to diverse ideas and new ways of thinking.
- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
- Identify resources and eliminate barriers resulting from social stratification.

Requirements: All minors are required to complete 3 credit hours of community-engaged learning in HSS-I 450 The Innovation Symposium (3 cr.) or SOC-S 475 Applied Sociology (3 cr.). Minors must complete 12 additional credit hours of coursework, 15 total credit hours, with courses coming from at least three different disciplines/ areas of study and at least 6 of these additional credit hours at the 300-400 level. SJCE Minor courses include the following:

Community Engaged Learning Options:

- SOC-S 475 Applied Sociology (3 cr.)
- ANTH-E 300 Culture Areas and Ethnic Groups (3 cr.)
- ANTH-E 329 Indians in the U.S. in the Twentieth (3 cr.)
- ANTH-E 402 Gender in Cross-Cultural Perspective (3 cr.)
- CJHS-J 245 Social Justice and the Justice System (3 cr.)
- ENG-L 207 Women and Literature (3 cr.)
- ENG-L 249 Representations of Gender and Sexuality (3 cr.)
- ENG-L 350 Early American Writing and Culture to 1800 (3 cr.)
- ENG-L 351 American Literature from 1800-1865 (3 cr.)
- ENG-L 358 American Literature from 1910-1960: The Southern Renaissance (3 cr.)
- ENG-L 378 Studies in Women and Literature (3 cr.)
- ENG-L 379 American Ethnic and Minority Literature (3 cr.)
- HIST-A 382 The Sixties (3 cr.)
- HIST-H 405 Global History of Modern Sport (3 cr.)
- NMAT-S 350 Community Art Projects (1-3 cr.)
- PHIL-P 140 Elementary Ethics (3 cr.)
- PHIL-P 342 Problems in Ethics (3 cr.)
- PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
- POLS-Y 215 Introduction to Political Theory (3 cr.)
- PSY-B 388 Human Sexuality (3 cr.)
- PSY-P 348 Psychology of Hip Hop (3 cr.)
- PSY-P 364 Multicultural Issues in Counseling (3 cr.)

- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)
- SOC-R 320 Sexuality and Society (3 cr.)
- SOC-S 101 Social Problems and Policies (3 cr.)
- SOC-S 316 The Family (3 cr.)
- SOC-S 317 Social Stratification (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 338 Gender Roles (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 361 Cities and Suburbs (3 cr.)
- SOC-S 382 Environmental Sociology (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SPAN-S 275 Hispanic Culture and Conversation (3 cr.)
- SPCH-S 450 Gender and Communication (3 cr.)

With approval of the Coordinator of the Social Justice and Community Engagement Minor, other courses not listed here that focus on issues of social stratification related to race, class, gender, and sexuality may count toward the minor. Further, these additional courses (depending on the content during a particular semester) may count towards the minor upon approval: ENG-W 210 Literacy and Public Life (3 cr.), ENG-L 373/SUST-C 350 Interdisciplinary Approaches to English and American Literature (3 cr.), SOC-S 360 Topics in Social Policy (3 cr.) and SPCH-S 302 Rhetoric and Society (3 cr.).

Sociology Courses Undergraduate

Anthropology

ANTH-A 103 Human Origins and Prehistory (3 cr.) Humans, their biological evolution, and their archaeological history through stone and metal ages.

ANTH-A 104 Culture Anthropology (3 cr.) A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials.

ANTH-E 300 Culture Areas and Ethnic Groups (3 cr.) An ethnographic survey of a selected culture area or ethnic group.

ANTH-E 329 Indians in the U.S. in the Twentieth (3 cr.) Position of the American Indian as an ethnic minority, including health, education, economy, and political consideration of proposals to change the Indian's status.

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health.

ANTH-E 455 Anthropology of Religion (3 cr.) Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

ANTH-P 360 Prehistory of North America (3 cr.) Introduction to antiquity of the American Indian, principal

culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

ANTH-E 105 Culture and Society (3 cr.) Introduction to the comparative study of contemporary human cultures and social processes that influence behaviors.

Undergraduate

SOC-R 320 Sexuality and Society (3 cr.) P: Three credit hours of Sociology or consent of instructor. The study of social issues and problems related to human sexuality using sociological perspectives. Examines diversity with regard to in sexual practices among various cultures and categories of people. Includes sociological research about topics such as the use of sex in the media and advertising, social controversies surrounding sexual orientation, and the sexualization of children.

SOC-S 100 Introduction to Sociology (3 cr.) Offered every semester. Introduction to the concepts and methods of sociology with a focus on American Society as well as global issues.

SOC-S 101 Social Problems and Policies (3 cr.) Offered every semester. Provides an introduction to sociology through an in-depth study of major social problems; explores the policy implications of the general sociological perspective and of sociological knowledge of particular problems. Problems include population, drug use, science and technology, and poverty.

SOC-S 125 Introduction to Social Services (3 cr.) Introduction to the historical and contemporary professional social work in terms of its purpose and goals, values and ethics, and stated mission to enhance human well-being.

SOC-S 252 Methods of Sociological Research (3 cr.) P: 3 cr hours of Sociology or consent of instructor Offered every Fall Semester. This course is required for majors and is recommended to be completed in Sophomore or Junior year. An overview of methods and techniques used by sociologists for gathering and interpreting information about human social behavior.

SOC-S 308 Global Society (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Multinational corporations, new information technologies, and international trade have made the world increasingly interdependent. This course considers how business, technology, disease, war, and other phenomena must be seen in a global context as affecting national sovereignty, economic development, and inequality in resources and power between countries.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) P: 3 credit hours of Sociology or consent of instructor. Survey of the nature of health care systems. Patient and professional role behavior are explored, as well as the characteristics of different health care settings.

SOC-S 316 The Family (3 cr.) P: Three credit hours of Sociology or consent of instructor. Exploration of the diversity of family forms, norms and meanings over time and across social contexts. Considers the interrelationship between families and other social institutions; investigates family formation and processes of social reproduction within families as they are shaped by race, class, gender,

and sexual orientation; examines stability and change in families in response to shifting social and cultural contexts.

SOC-S 317 Social Stratification (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Functioning and maintenance of systems of social stratification in local communities, societies, and the global context. Correlates and consequences of social class position and mobility.

SOC-S 328 Juvenile Delinquency (3 cr.) P: 3 credit hours of sociology or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

SOC-S 333 Sociology of Moral Panics and Fear (3 cr.) P: Three credit hours of sociology or consent of instructor. Moral panics involve disproportionate media coverage of phenomena thought to threaten social values using exaggerated claims of harm and problem size. Explores rumors, urban legends, fear, and moral panics and their effect. Emphasis on the contemporary era and considers panics and fear of crime, teenagers, the media, and other topics. May not be repeated as HON-H 399 with the same topic.

SOC-S 335 Race and Ethnic Relations (3 cr.) P: 3 credit hours of sociology or consent of instructor. Relations between racial and ethnic minority and majority groups; psychological, cultural, and sociological theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

SOC-S 336 Society and Technology (3 cr.) P: Three hours of Sociology or consent of instructor. An exploration of the interplay between technology and society.

SOC-S 338 Sociology of Gender (3 cr.) P: Three credit hours of Sociology or consent of instructor. Exploration of the research and theories explaining gender roles in contemporary societies. Emphasis on defining gender roles; tracing their historical development; considering their implications for work, marriage, parenting, and equality in society. Includes cross-cultural comparisons.

SOC-S 340 Social Theory (3 cr.) Offered every spring. P: 3 credit hours of sociology or consent of instructor. Junior standing recommended. Sociological theory, with focus on content, form, and historical development. Relationship between theories, data, and sociological explanations.

SOC-S 344 Sociology of Childhood (3 cr.) P: 3 credit hours of sociology or consent of the instructor. Analysis of childhood as a structural form and children as social agents who contribute to societal reproduction and change. Considers the relation of childhood to other social institutions and children's contributions to society historically and cross-culturally. Examines how social policies in education, family, work, and the media affect children's lives.

SOC-S 352 Public Sociology (3 cr.) P: Three credit hours of Sociology, or consent of instructor. Instruction in making sociological knowledge public-accessible to a non-expert or lay audience. These may include a podcast, video, a social media campaign, a series of blog posts, a letter to the editor, an infographic, and so on.

SOC-S 355 Statistics for Social and Health

Professionals (3 cr.) P: 3 hours of Sociology and Math-M 118 or Math-M 119 or equivalent. Offered every fall. This course is a required statistics course for all sociology majors. An introduction to statistical analysis including probability, sampling, levels of measurement, descriptive statistics, bivariate analysis, and multiple regression as used in sociology and other health-related professions.

SOC-S 360 Topics in Social Policy: (3 cr.) P: 3 credit hours of Sociology or consent of instructor, but some courses have additional prerequisites. **Offered as needed;** Variable topics in social policy. Can only be repeated for credit 1-4 times with different topics. Recent topics include: Society and Technology (3 cr.); Drugs and Society (P: 3 hours of sociology or consent of instructor); Family Violence (P: 3 hours of sociology or consent of instructor); Health over the life course (P: 3 hours of sociology or consent of instructor); Sustainability and Human Trafficking (P: 3 hours of sociology or consent of instructor); Mental Illness (P: 3 hours of sociology or consent of instructor); Body and Society (P: 3 hours of sociology or consent of instructor)

SOC-S 361 Cities and Suburbs (3 cr.) P: 3 credit hours of sociology or consent of instructor. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

SOC-S 364 Drug Abuse in Society (3 cr.) P: 3 cr hours of Sociology or consent of instructor. This class introduces students to the sociological aspects of drugs and alcohol use (and abuse). It seeks to give students a sense of why and how drugs came to be characterized as they have. We try to answer such questions as: why people use, and perhaps in some cases abuse, so many of the available substances beyond those prescribed to them by the medical profession.

SOC-S 366 Sport and Society (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Explores the institution of sport from a sociological point of view, including sports as an agent of socialization, sports in everyday life, race, class, and gender and sports, and sports as an institution.

SOC-S 368 Family Violence (3 cr.) P: 3 cr hours of Sociology or consent of instructor. This course is intended to be an advanced level sociology course which explores the definitions, issues, controversies and social policies regarding family violence in society.

SOC-S 369 The Body and Society (3 cr.) P: Three credit hours of Sociology or instructor approval. An examination of the impact of social structure and institutions shaping bodies (our physical bodies), embodiment (how we experience our bodies), and our perception/reception of bodies from conception through death.

SOC-S 372 Health over the Life Course (3 cr.) P: 3 cr hours of Sociology or consent of instructor This course introduces and examines the basic principles which guide growth and development and the health of individuals across the lifespan, from the prenatal period through senescence. The course presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically

based information about growth, development and health at different stages of life and from different academic perspectives.

SOC-S 374 Sociology of Mental Illness (3 cr.) P: 3 cr hours of Sociology or consent of instructor. This course will take a sociological view of issues of mental health and illness with an eye to understanding the varying perspectives from other disciplines such as psychiatry, psychology, and social work. We will consider social factors in the cause, incidence, and prevalence of problems, social responses to illness, and the social organization of treatments.

SOC-S 375 Issues in Human and Social Service Policy (3 cr.) P: 3 credit hours in sociology or instructor approval. Examination of theories in sociology relevant to human/social services delivery, as well as the ethical and professional issues of workers in human/social service agencies with clients from diverse populations. Application of sociological concepts, theories, and methods as they apply to the management, practice, and evaluation of human/social service agencies.

SOC-S 382 Environmental Sociology (3 cr.) P: Three credit hours of Sociology or consent of instructor. This course explores the relationship between society and the environment. The course analyzes the development of environmental sociology, the historical domination of nature in western society, and the existing sociological approaches analyzing the environment-society relationship. May not be repeated as SUST-S 341.

SOC-S 383 Cognitive Sociology (3 cr.) P: Three credit hours of Sociology or consent of instructor. An examination of how perceiving, focusing, classifying, signifying, timing, remembering, and prospecting can be understood as sociological as well as psychological processes.

SOC-S 399 Decoding Disney: Sociology of the Disney Universe (3 cr.) P: Three credit hours in sociology or consent of instructor. Students must apply to join this course. This course examines sociological topics and methods using the Disney universe as the focus of inquiry. Course topics may include issues of diversity, emotion work, the presentation of the self, and others based on the expertise of the instructor of record. The course includes spending time at Walt Disney World.

SOC-S 419 Social Movements and Collective Action (3 cr.) P: 3 credit hours of Sociology or consent of instructor) This course examines the sociological understandings of social movements, social change, and collective action. The course introduces theories and concepts about social movements and collective action emphasizing historical and cultural context, movement formation, organization, resource mobilization, participation, influence, and collective action. Focuses on movements in the United States and around the world struggling over issues such as race, gender, sexuality, poverty, civil rights, and environmentalism.

SOC-S 420 Topics in Deviance: Variable Topics (3 cr.) P: 3 credit hours of sociology or consent of instructor. Variable Topics.

SOC-S 431 Topics in Social Psychology (3 cr.) P: 3 credit hours of sociology or consent of instructor. Various

topics in sociological social psychology. May be repeated up to 3x with variable topics.

SOC-S 445 Deviant Behaviors and Social Control (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Nature and dynamics of deviant behavior. The course includes theories of deviance, social control and forms of deviant behavior. Forms may include drug use, sexual behavior, personal violence, crime and delinquency and mental disorders.

SOC-S 470 Senior Seminar in Sociology (3 cr.) P: Completion of core requirements including SOC-S 252, SOC-S 340, SOC-S 355 and Senior standing, and completion of a minimum of 18 credit hours in sociology or consent of instructor. Capstone course in sociology for the B.A. or B.S. degree. Students conduct research projects under faculty supervision, make presentations, discuss sociological issues, prepare for applying to graduate school and for seeking employment with a sociology degree after graduation.

SOC-S 494 Field Experience in Sociology (3 cr.) P: Junior or Senior standing and consent of instructor. Completion of 18 or more hours in sociology including SOC-S 252, SOC-S 340 and SOC-S 355. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writings. Specifically, each intern is required to participate in 120 hours on site, keep a daily journal that is given at regular intervals to the faculty sponsor, and write an analytic paper dealing with the field experience.

SOC-S 495 Individual Readings in Sociology (arr. cr.) P: Junior or Senior Standing and Consent of instructor. Prior arrangement required.

SOC-S 475 Applied Sociology (3 cr.) Applied Sociology is the study of how sociology is applied and used in the real world. In this course, we will examine case studies of applied sociological research and advocacy in various settings and locales. This course will expose you to the various agencies and organizations where sociologists often work. We will examine the various kinds of research and assistance applied sociologists do in the community.

School of Humanities and Social Sciences Interdisciplinary Minors

International Studies The international studies minor is designed to provide students with:

1. awareness of international issues, challenges and opportunities,
2. knowledge of global similarities, differences, ways of understanding and approaches to policymaking,
3. opportunities for cross-disciplinary and/or interdisciplinary approaches to academic study, and
4. experience with cultures outside the United States.

This 15 credit minor is easy to combine with a variety of campus majors and plans of study and allows students to explore in-depth areas which complement their major coursework-such as international business, comparative political systems, or cross-cultural communication. While not required, students who pursue this minor are strongly encouraged to combine their interest in international studies with in-depth study of languages like Spanish and coursework which provides broad international content. Please consult the International Studies Minor website

on a regular basis for an update as to which courses are being offered in any given semester. If you have questions about the minor or seek advising as to how to incorporate the minor into your plan of study, please consult Dr. Donna McLean at domclean@iuk.edu.

The international studies minor is open to all students on the IU Kokomo campus.

Requirements: The minor comprises at least 15 credit hours of coursework including:

1. **Gateway Course: I100 Introduction to International Studies**
2. **Capstone class: Any approved overseas study course (3 credit class)** which may include, but is not restricted to the following:
 - BUS-D 496 Foreign Study in Business
 - HSS-F 200 Foreign Study
 - NURS-K 433 Korean Culture and Healthcare practicum (2 credits) with NURS-K 432 Korean Culture and Healthcare (1 credit), **or**
 - HSS-I 450 The Innovations Symposium (3 credits) **or**
 - SPCH-S 427 Cross-cultural Communication.
 - As a capstone experience students are required to take either S427 Cross-cultural Communication (as long as they have not taken the course as part of their third requirement for the minor described below-you can only get credit once in the minor for taking this class), or any overseas study class offered through the university. To satisfy the overseas study requirement for students not taking SPCH-S 427, students must complete at least 3 credits of coursework which involves travel, an internship or service work opportunity outside of the US, or an in-depth approved study of a culture unfamiliar to the student.
3. **An additional nine credits of coursework from any TWO of the following categories:**

Global Markets and Governance Coursework in political science, economics or business with broad international content

- BUS-D 300 International Business Administration (3 cr.)
- BUS-D 301 The International Business Environment (3 cr.)
- BUS-D 302 International Business: Operations of International Enterprise (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- POLS-Y 339 African politics (3 cr.)

Possible special topics courses may also be approved as part of this requirement. Such courses are generally not available on a regular rotation, but when available, students can determine whether a course meets the requirement by contacting Dr. McLean or consulting their advisor.

Arts and Civilization Coursework in the humanities, fine arts or history with broad international content

- ENG-G 301 History of the English Language (3 cr.)
- ENG-L 225 Introduction to World Masterpieces (3 cr.)
- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance Through Modern Art (3 cr.)
- HIST-H 228 History of the Vietnam War (3 cr.)

Possible special topics courses may also be approved as part of this requirement.

These courses are generally not available on a regular rotation, but if a course meeting criteria determining broad international content was offered in the area of arts and civilization, students would be able to request the course be part of the international studies minor. An example of a special topics course might be ENG-L 381, Recent Writing: Twentieth-Century World Literature.

Health and Environment Coursework in nursing, public policy or the natural sciences with broad international content

- CHEM-C 390 Special topics in Chemistry (3 cr.)
- NURS-K 432 Korean Culture and Healthcare (1 cr.)
- NURS-K 433 Korean Culture and Healthcare practicum (2 cr.)

Possible special topics courses may also be approved as part of this requirement. These courses are generally not available on a regular rotation, but if a course meeting criteria determining broad international content was offered in the area of health and environment, students would be able to request the course be part of the international studies minor

Culture and Society Coursework in communication, sociology or cultural study with broad international content

- S200 Workshop in special topics: Hispanic Culture (3 cr.)
- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 363 Sociology of Development (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SPCH-S 427 Cross-cultural Communication (3 cr.)

Possible special topics courses may also be approved as part of this requirement. Special topics courses are generally not available on a regular rotation, but if a course meeting criteria determining broad international content was offered in the area of culture and society, students would be able to request the course be part of the international studies minor

If students would like to certify that a special topics course will fit into the international studies minor, they are requested to send the course number with a brief description of the course to the International Studies Committee. Please email the request to domclean@iuk.edu for distribution to the International Studies Committee. The committee will review the matter and get back to the student as soon as possible through email.

Pre-Law Minor

The Pre-Law minor is designed for students interested in either exploring the idea of law school or committed to it but preferring to major in a traditional degree program such as History/Political Science, English or Sociology. The program strives to provide students with a basic understanding of our society's historical and political development, solid reading, writing, communication, and critical thinking skills, and some experience with the law directly. The Pre-Law minor is coordinated by the department of History/Political Science. Both the department of History/Political Science and the English department also offer concentrations in Pre-Law within their Bachelor's degree programs. Minors must complete 18 credit hours with a grade of C- or higher from the following:

- Political Science Foundation: POLS-Y 215 Introduction to Political Theory (3 cr.)
- History Foundation: any 300+-level History course (3 cr.)
- Literature Foundation: Any ENG-E- or ENG-L 300+ literature course (except ENG-L 390 and ENG-L 391) (3 cr.)
- Humanities Foundation (3 cr.):

Choose one of the following courses: Ethics and Philosophy

- PHIL-P 342 Problems in Ethics (3 cr.)
- PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
- PHIL-P 375 Philosophy of Law (3 cr.)

Debate and Argumentation

- SPCH-C 310 Rhetoric and Public Address (3 cr.)
- SPCH-C 321 Persuasion (3 cr.)
- SPCH-C 325 Interviewing (3 cr.)
- SPCH-C 444 Political Communication (3 cr.)
- SPCH-S 228 Argumentation and Debate (3 cr.)

Law Electives (6 cr., with at least 3 cr. at the 300-level or above) from Public Administration and Health Management (PAHM), Criminal Justice and Homeland Security (CJHS), Psychology, Labor Studies, Sociology, Political Science, or Business.

Public Administration and Health Management

- PAHM-V 376 Law and Public Policy (3 cr.)(requires PAHM-V 170 as a prerequisite)

Transfer Singular-Articulation Pathways

BS in Criminal Justice & Homeland Security

Fall Year 1

- CJHS-J 305 (3 cr.)
- CJHS-J 306 (3 cr.)
- General Education (3 cr.)*
- Criminal Justice or General Elective (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Spring Year 1

- CJHS-J 301 (3 cr.)

- CJHS-J 331 (3 cr.)
- General Education course (3 cr.)
- Criminal Justice or General Elective (3 cr.)
- Criminal Justice or General Elective (3 cr.)

Total 15 credits

Fall Year 2

- CJHS-J 321 (3 cr.)
- General Elective (3 cr.)
- Criminal Justice or General Elective (3 cr.)
- Criminal Justice or General Elective (3 cr.)
- General Elective (3 cr.)

Total 15 credits

Spring Year 2

- Criminal Justice Elective (3 cr.)
- Criminal Justice or General Elective (3 cr.)
- Criminal Justice or General Elective (3 cr.)
- Criminal Justice Elective (3 cr.)
- Criminal Justice Capstone (3 cr.)

Total 15 credits

Notes:

1. Students transferring into the program from a community college with an A.S. degree will follow this pathway to finish their baccalaureate degree in 2 years.
2. Students must complete the major courses with a C- or higher.
3. Students must complete all IUK graduation requirements.
4. It is strongly recommended that students take additional CJHS elective courses to complete the 120 credit hours graduation requirements.
5. *These IU Kokomo general education requirements may have been completed at Ivy Tech depending on which electives the student has taken. If these requirements have not been met at Ivy Tech as part of TSAP, the student will be required to take these general education elective courses at IU Kokomo.

Psychology BS, General Science Track TSAP

For students who are interested in completing their Psychology TSAP at IU Kokomo, we advise taking a math course that will transfer in as one of the courses below to serve as the prerequisite for PSY-K300 Statistical Techniques. For example, at Ivy Tech, students taking MATH 123 Quantitative Reasoning would be required to take an additional math course at IU Kokomo to be prepared to complete the statistics course. For Ivy Tech students, MATH 135 is the recommended course to most easily complete the Psychology TSAP.

Fall Year 1

- MATH-M 118 (3 cr.)
- PSY-P 324 (3 cr.)
- ENG-W 221 (social sciences) (3 cr.)
- Elective (3 cr.)
- Science course (Biology or Chemistry) (3 cr.)

Total 15 credits

Spring Year 1

- PSY-K300 (3 cr.)
- PSY-P 381 (3 cr.)
- Cultural Diversity Course (SOC-S100)(3 cr.)
- Elective (1 cr.)
- Science course with lab (BIOL-L100)(5 cr.)

Total 15 credits

Fall Year 2

- PSY-B 421 (3 cr.)
- PSY-P 319 (3 cr.)
- PSY-P 325 (3 cr.)
- PSY-P 355 (4 cr.)

Total 16 credits

Spring Year 2

- PSY-P 326 (3 cr.)
- PSY-P 459 (3 cr.)
- Elective (300 or 400 level) (3 cr.)
- Science Course with lab (CHEM-C100/120) (5 cr.)

Total 14 credits

Sociology BA TSAP

Fall Year 1

- SOC-S 355 (3 cr.)
- SOC upper level elective (3 cr.)
- Additional BA requirements (3 cr.)
- Foreign Language requirement (3 cr.)
- General Education requirement (SBSC) (3 cr.)

Total 15 credits

Spring Year 1

- ENG-W 131 (3 cr.)
- SOC-S 252 (critical course) (3 cr.)
- SOC requirement-upper level elective (3 cr.)
- Foreign Language requirement (3 cr.)
- General Education requirement (SBSC) (3 cr.)

Total 15 credits

Fall Year 2

- SOC-S 340 (Social Theory-critical course) (3 cr.)
- SOC requirement-upper level elective (3 cr.)
- SOC requirement-upper level elective (3 cr.)
- Additional BA requirements (3 cr.)
- Biological & Physical Science with lab (5 cr.)

Total 17 credits

Spring Year 2

- SOC-S 470 (Senior Seminar-critical course) (3 cr.)
- SOC requirement-upper level elective (3 cr.)
- SOC requirement-upper level elective (3 cr.)
- Additional BA requirements (3 cr.)
- General Education requirement (Diversity or Ethically Responsible Citizenship) (3 cr.)

Total 15 credits

Humanities and Social Sciences Courses Undergraduate

Afro-American Studies

AFRO-A 150 Survey of the Culture of Black Americans (3 cr.) The culture of blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science.

AFRO-A 210 The Black Woman in America (3 cr.) A historical overview of the black woman's role in American society, including family, social, and political relationships.

Humanities and Social Sciences

HSS-E 103 Topics in Arts and Humanities (3 cr.)

Specific topics will vary by section and over time, but all versions of E 103 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen who will learn how scholars from the arts and humanities distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-E 104 Topics in Social and Historical Studies (3 cr.)

Specific topics will vary by section and over time, but all versions of E 104 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the social and historical studies distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-H 175 Honors (1-6 cr.) This course is for students in the IU Kokomo honors program. This course serves as a substitute for one of the student's 100-level courses and includes the original course material plus significant additional work, depending on the discipline and original course.

HSS-H 275 Honors (1-6 cr.) This course is for students in the IU Kokomo honors program. This course serves as a substitute for one of the student's 200-level courses and includes the original course material plus significant additional work, depending on the discipline and original course.

HSS-I 100 Intro to International Studies (3 cr.) This introductory, interdisciplinary course is required for all students in the International Studies Program. It will expose students to various academic and disciplinary approaches (representing the social sciences, humanities, and natural sciences) essential to international studies. Students will analyze critical global issues and gain a fuller understanding of the international system.

HSS-S 200 Introduction to Leadership Studies (3 cr.)

This course provides an overview of leadership theories and practices. It is offered in the hybrid format, meeting once per week on campus and once per week online.

HSS-S 300 Leadership Practicum - Leadership

in Action (1-2 cr.) This course provides hands-on experiences with leadership activities and events that provide a leadership opportunity. Students will take this

class for three credits--either as three one-credit modules or as a one credit/two credit sequence.

HSS-S 400 Leadership Capstone (3 cr.) This course is an applied, experiential learning course where students can practice the knowledge gained in other courses. It serves as a capstone for the minor and students will complete a semester-long project

HSS-S 410 Interdisciplinary BA Seminar (3 cr.)

P: Junior or senior standing. For students in the School of Sciences and the School of Humanities and Social Sciences. Interdisciplinary variable topics seminar for students completing a bachelor of arts. This course integrates diverse fields of knowledge upon analyzing local, national, and/or global issues. Students will work collaboratively to develop effective, interdisciplinary approaches to addressing enduring problems.

HSS-X 101 Introduction to American Identities (3 cr.)

An introduction to the study of personal and collective identity in the United States, including (but not limited to) ethnicity, class, gender, sexuality, and religion.

HSS-X 401 American Identities Capstone Project

(1-3 cr.) A guided study in which students research and complete a project on a selected aspect of American pluralism.

Women and Gender Studies

WOST-W 350 Women: Images and Perspectives (3 cr.)

Fall or spring. This interdisciplinary course studies how women's lives in America are shaped by social values; by cultural beliefs, traditions, and ideology; and by social, political, and economic institutions or policies. It also considers how these are reflected in imaginative literature as well as social reality.

Humanities and Social Sciences Graduate Courses

Liberal Studies

LBST-D 501 Humanities Seminar (3 cr.) Online Collaborative Course. Interdisciplinary graduate seminar in the humanities. Topics and course requirements vary from semester to semester.

LBST-D 502 Social Sciences Seminar (3 cr.) Online Collaborative Course. Interdisciplinary graduate seminar in the social sciences. Topics and course requirements vary from semester to semester.

LBST-D 503 Science Seminar (3 cr.) Online Collaborative Course. Interdisciplinary graduate seminar in the natural sciences. Topics and course requirements vary from semester to semester.

LBST-D 510 Introduction to Graduate Liberal Studies (3 cr.) Online Collaborative Course. A comprehensive introduction to graduate liberal studies. Explores the cultures of the humanities, social sciences, and sciences. Investigates interdisciplinary methodologies. Offers strategies for graduate-level reading, research, and writing for other publics.

Master of Liberal Studies - Online Collaborative

The Master of Liberal Studies (MLS) provides graduate instruction in three areas: arts and humanities, social

sciences, and natural sciences. Students in the program obtain advanced skills and knowledge in these areas and an ability to approach problems with an interdisciplinary perspective.

The program is open to students who have completed an undergraduate degree with a minimum 3.0 grade point average.

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The MLS may hold special appeal for community college, dual-credit, or other post-secondary instructors who have completed specialized coursework via an IU Online graduate certificate in biology, communication studies, composition studies, chemistry, history, language and literature, literature, mathematics, political science, or Spanish. As many as 18 to 20 credits from these certificates will apply to MLS degree requirements.

The combination of discipline-specific certificate courses, plus the unique interdisciplinary core and capstone experience of the MLS, will help these instructors integrate new concepts and approaches into their teaching, thereby improving the quality of instruction and learning outcomes for their students.

The Higher Learning Commission (HLC) requires all high school teachers who teach dual-credit or other college-level courses to hold a master's degree in the field, or to have a master's degree in another area, plus at least 18 credit hours of graduate coursework in the discipline. Because this program enables students to complete a master's degree and discipline-specific coursework, it fulfills this requirement.

Additionally, the program allows students to transfer up to 20 previously earned credits from IU graduate certificate programs. Students who have earned credits from a different accredited college or university may transfer up to 6 credits.

This 100 percent online, consortial program is taught by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

To earn the Master of Liberal Studies students will need to complete 34-36 credit hours of graduate coursework and satisfy the following M.L.S. degree requirements.

1. M.L.S. Core (12-13 cr.) to include:

- COAS-Q 510 Topics in Information Literacy (1 cr.)*
- LIBS/LBST D 501 Humanities Seminar (3 cr.)
- LIBS/LBST D 502 Social Science Seminar (3 cr.)
- LIBS/LBST D 503 Science Seminar (3 cr.)
- LBST-D 510 Introduction to Graduate Liberal Studies (3 cr.)

*(Q510 waived for certificate students by petition)

2. M.L.S. Electives (12-20 cr.)

Option A: Four to Five M.L.S. Elective courses selected from 12-15 cr.

- LIBS/LBST D511 M.L.S. Humanities Elective (3 cr.)

- LIBS/LBST D512 M.L.S. Social Science Elective (3 cr.)
- LIBS/LBST D513 M.L.S. Science Elective (3 cr.)

Option B: Completion of an approved IU Graduate Certificate (18-20 cr.)

1. Certificate requirements are listed separately in this Bulletin
2. Graduate Certificates approved to stack with the collaborative M.L.S. include:
 - English Composition Studies
 - History
 - Biology
 - Chemistry
 - Communication Studies
 - Language and Literature
 - Literature
 - Mathematics
 - Political Science
 - Spanish
3. M.L.S. Capstone Experience/Project (3-9 cr.)

Students complete one of the following approved M.L.S. Capstone Experience/Project options:

i) Formal Thesis (6-9 cr). Original research or analysis encompassing literature from at least 2 different disciplinary perspectives. The thesis must be written in a scholarly format, with the appropriate citation format and extensive references. The literature review developed for the thesis proposal should serve as the initial component of the thesis. Typical thesis length: 50 or more pages.

Required course sequence for Thesis:

- LBST-D 601 Graduate Project Proposal Seminar **or** LIBS-D 601 M.L.S. Project Proposal Seminar (3 cr)
- LBST-D 602/LIBS-D 602 Graduate Project **or** LBST-D 604 Thesis (3-6 cr)

ii) Peer-Reviewed Publication. Students may focus their capstone project work on a peer-reviewed publication in a peer-reviewed publication in a professional forum. Examples include articles in professional journals, investigative journalism published in a major newspaper, or a book published by a reputable press. The publication must be accompanied by an explanatory essay encompassing material from at least 2 different disciplinary perspectives. The essay must be written in scholarly format, with appropriate citation format and appropriate references. The literature review developed for the thesis proposal may serve as the basis of the explanatory essay. Typical length of explanatory essay: 20 to 35 pages.

Required course sequence for Peer-Reviewed Publication:

- LBST-D 601 Graduate Project Proposal Seminar **or** LIBS-D 601 M.L.S. Project Seminar (3 cr)
- LBST-D 602/LIBS-D 602 Graduate Project (3-6 cr)

iii) Creative Project. Students who are focusing their M.L.S. program on a creative field may complete a creative project for their M.L.S. thesis. Creative

work may include writing, art, performance, etc. The creative work must be accompanied by an explanatory essay encompassing material from at least 2 different disciplinary perspectives. The essay must be written in scholarly format, with appropriate citation format and appropriate references. The literature review developed for the thesis proposal may serve as the basis of the explanatory essay. Typical length of explanatory essay: 20 to 35 pages.

Required course sequence for Creative Project:

- LBST-D 601 Graduate Project Proposal Seminar or LIBS-D 601 M.L.S. Project Proposal Seminar (3 cr)
- LBST-D 602/LIBS-D 602 Graduate Project (3-6 cr)

iv) Applied Project. Students may focus their research project on their current place of employment, internship, or practicum. The applied project should be designed to benefit both the student and the employer and can be focused narrowly on a specific issue or problem relevant to the employer. Complete literature review and effectively designed method will support the value of the project. Typical length: 50 or more pages.

Required course for Applied Project:

- LBST-D/LIBS-D 602 Graduate Project (3 cr)

v) Public Intellectual Project. The Public Intellectual option offers students the opportunity to work within a learning community made up of other students and led by a faculty facilitator to explore the variety of genre through which public intellectuals communicate, and to create their own portfolio of public intellectual work to be submitted for completion of the M.L.S. degree.

Required Course for Public Intellectual Project:

- LBST-D 600 Public Intellectual Practicum (3 cr)

School of Nursing and Allied Health Professions

Interim Dean: Carolyn Townsend; **Assistant Dean Pre-Licensure Track:** Stephanie Pratt; **Program Director FNP Track:** Dea Kent; **Program Director Non-NP MSN Tracks:** Erin Geiselman; **Program Director RN-BSN Track:** Leigh Swartzendruber; **Program Director Radiologic Science:** Heidi Sebastian; **Program Director Occupational Therapy Assistant:** Christina Douglas; **Simulation Director:** Sonya Green; **Clinical Liaison for Nursing:** April Mouser; **Clinical Coordinator for Radiologic Sciences:** Anna Miller; and **Academic Fieldwork Coordinator for OTA:** Christine Davis

Nursing Faculty:

Professor: MaryBourke, PhD, MSN, RNCNE;

Associate Professors: April Mouser, DNP, MSN, RN, CHSE; Carolyn Townsend, DNP, MSN, RN, WHNP-BC, CNE, CPHQ, LBB, CMT

Assistant Professors: Erin Geiselman, DNP, RN, CPHQ; Dea Kent, DNP, RN, NP-C, CWOCN; Brian Arwood, MSN, RN, PMHNP-BC, CNE, PMH-BC

Clinical Associate Professors: Stephanie Pratt, DNP, RN, CNE

Clinical Assistant Professor: Samantha Fouts, MSN, RN; Sonya Green, MSN, RN-BC, Naomi Jones, MSN RN; Leigh Swartzendruber, MSN, RN

Lecturers: Julie Avellana, MSN RN, Margaret Christopher, MSN, RN; Andrea Freeman, MSN, RN; Naomi Jones, MSN, RN; Michele Lasley, DNP, RN; Lenora Maze, MSN, RN; Melissa Pixley, FNP; Susan Plough, MSN, RN, PHCNS, CCM; Heather Woody, MSN, RN, CEN, CFRN

Radiologic Sciences Faculty:

Clinical Associate Professors: Christine Rassel, MPM, RT(R), (M), (AART) RDMS, RVT; Heidi Sebastian MPM, RT(R), (CT), (ARRT)

Clinical Assistant Professor: Anna Miller, BS, RT (R) (ARRT)

Occupational Therapy Assistant Faculty:

Clinical Assistant Professors: Christine Davis, MS, OTR; Christina Douglas, OTD, MOT, OTR

Visiting Lecturer: Jennifer Negron, OTA

Mission Statement

The mission of the Indiana University Kokomo School of Nursing and Allied Health Professions (SNAHP) is to provide innovative and effective student learning opportunities to prepare health care professionals for a variety of roles at the undergraduate and graduate level. SNAHP collaborates with other professionals to promote safe, culturally competent, evidence-based health care. The school seeks to foster ethical professional behavior, to demonstrate leadership, and to promote diversity and inclusion. Also, the school strives to promote scholarship, civic engagement, and lifelong learning.

Vision Statement

The Indiana University Kokomo School of Nursing and Allied Health Professions strives to be a school of choice for health professions students offering transformational learning experiences that develop future leaders in a vibrant learning community, enriched by diversity.

Majors/Minors/Certificates:

Associate Degree

- Associate of Science in Radiography

Bachelors Degrees

- Pre-Licensure Bachelor of Science in Nursing
 - Pre-Licensure Bachelor of Science Track-Traditional
 - Pre-Licensure Bachelor of Science-Second Degree
- RN to BSN (post-licensure) hybrid track
- Medical Imaging Technology. Concentrations include:
 - Computed Tomography (CT)
 - Echocardiography
 - Magnetic Resonance (MRI)
 - Mammography and Breast Ultrasound
 - PACS / Radiology Management
 - Ultrasound/ Sonography (general)
 - Vascular Sonography

- Bachelor of Science in Rehabilitation Science - OTA Track

Masters Degrees

- Master of Science in Nursing Administration
- Master of Science in Nursing Education
- Master of Science Family Nurse Practitioner

Certifications

- Post Bachelor Certificate in Nursing Education
- Post Bachelor Certificate in Nursing Administration
- Medical Coding Technology Certificate
- Post Baccalaureate Certificate in Medical Imaging Technology

IU Regional Online Degree Collaboratives

- Applied Health Sciences (BSAHS). Concentrations include:
 - Health Education
 - Healthcare Administration
- Bachelor of Science in Nursing, RN to BSN
- Medical Imaging Technology

Courses

- Undergraduate Courses
- Graduate Courses

Transfer Single Articulation Pathways

- Nursing with R.N. to B.S.N. Track TSAP with Ivy Tech Community College
- The School of Nursing and Allied Health Professions is partnering with Northwestern High School and Maconaquah High School on a program called Tomorrow's Health Professionals, which is a K-12 to IU Partnership.

General Policies for IU Kokomo Nursing and Allied Health Professions Degree Programs

Student Responsibility

Students admitted to the School of Nursing and Allied Health Professions are responsible for knowing and completing all requirements for their degree program. Academic counselors, faculty, and administrators are available to clarify the academic requirements and assist students in academic planning to progress toward their degree. All policies contained in the Indiana University Kokomo Bulletin are applicable for the year in which students are admitted. The university and School of Nursing and Allied Health Professions have ultimate authority to implement policy/ curriculum changes as needed. All students are responsible for acquainting themselves with all university and School of Nursing and Allied Health Professions policies pertaining to their admission, progression, and graduation for the school and specific degree track, and will be subject to policy or curriculum changes as they progress. Students are accountable for compliance with the same throughout their course of study.

Disability Statement

Some students may have disabilities that would influence their ability to meet nursing or allied health program requirements at IU Kokomo. If you have a documented disability or other needs that may require consideration

you are responsible for contacting the Career and Accessibility Center at 765.455.9301, Kelley Center Room 200 regarding your needs. The school will make reasonable accommodation to assist the student with documented disabilities to successfully complete all requirements of the program. If there is a question about whether a student's disability will interfere with successful program completion, a program specific committee will consider the case with the assistance of the Affirmative Action Officer. The school makes no guarantee to students regarding accommodations that will be made for NCLEX or other required licensure testing or in future professional employment.

Confidentiality of Student Records

In accordance with federal statutes and regulations, student records are confidential. Disclosure of any information contained in these records to anyone other than the student will be made only in accordance with procedures described in the Code of Student Ethics.

Professional Liability Insurance

All undergraduate students in clinical majors have liability insurance under the malpractice contract of Indiana University. This policy covers students only while caring for patients/clients in the student role as part of an IU course.

Nondiscrimination Policy

Indiana University is committed to equal opportunity for all persons and provides its services without regard to gender, age, race, religion, ethnic origin, sexual orientation, veteran status, or disability. The university director of affirmative action is administratively responsible for carrying out the affirmative action program. There is also an affirmative action officer on each campus who develops and administers the affirmative action program there.

Honors and Awards

Students have the opportunity to be recognized for academic excellence while pursuing their degree and at graduation. Full-time students will be placed on the Dean's List each semester they earn a GPA of 3.5 or higher. Part-time students are eligible for the Dean's List after the completion of 12 credit hours and for each semester they have accumulated an additional 12 credit hours of course work on the Kokomo campus with a GPA of 3.5 or higher.

To graduate with academic distinction, baccalaureate students must complete a minimum of 60 credit hours at Indiana University and be in the top 10 percent of the graduating class. (Academic distinction is campus-and program specific. Students should check with the Advising Center for Allied Health and Nursing on the Kokomo campus for policy interpretation and procedures.)

Health Requirements

All students in a clinical major must provide evidence of compliance with health and safety requirements (immunizations, drug and TB testing, physical examination, background check, CPR, and orientation requirements pertinent to their program requirements). Failure to adhere to the policy as posted in the Student Handbook may lead to serious consequences, up to and including course failure and program dismissal. Requirements are subject to change at the discretion of healthcare agencies. Evidence of student compliance with each of the requirements will be provided to the clinical

agency upon request. Notification of requirement changes will be forwarded as soon as they are communicated to the school. Submission of this documentation is a requirement of the healthcare agencies. Failure to submit the documentation will result in non-placement for clinical courses, and thus prohibit the student from progressing in the clinical major.

Transportation Requirements

Clinical learning experiences are varied in setting, location, day of week, and time of day. Students are responsible for providing their own transportation to and from all clinical experiences

Drug-Free Campus Policy

Students are prohibited by Indiana University to use or possess alcoholic beverages, any drug or controlled substance, or drug paraphernalia on university property or in the course of a university activity or student organization activity. Students are responsible for acquainting themselves with this policy and with sanctions for violation of the policy. This policy includes any educational experience associated with successfully completing the clinical degree program.

Academic Policies for Undergraduate Nursing Programs

Scholarships and Financial Aid

Pre-nursing and nursing students are eligible for scholarships and financial aid offered to IU Kokomo students. Information may be found in the "Scholarships and Financial Aid" section of this bulletin. Information can also be obtained by contacting the Office of Scholarships and Financial Aid, Kelley Student Center.

Sigma Theta Tau

The School of Nursing and Allied Health Professions at IU Kokomo is a proud member of the Alpha Chapter of Sigma Theta Tau, the International Honor Society of Nursing. The mission of the Honor Society of Nursing, Sigma Theta Tau International, is dedicated to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

Health Insurance

Students are required to have health insurance once admitted to the major and should carry their card with them during each clinical course. Should an incident necessitating student treatment occur while in the clinical setting, associated costs will be the responsibility of the student and billed to the student's insurance provider. Failure to maintain health insurance is grounds for dismissal from the program.

Health Requirements

All nursing students must provide evidence of compliance with health and safety requirements (immunizations, drug and TB testing, physical examination, background check, CPR, and orientation requirements). Failure to adhere to the policy as posted in the Student Handbook may lead to serious consequences, up to and including course failure and program dismissal. Requirements are subject to change at the discretion of healthcare agencies. Evidence

of student compliance with each of the requirements will be provided to the clinical agency upon request. Notification of requirement changes will be forwarded as soon as they are communicated to the school. Submission of this documentation is a requirement of the healthcare agencies. Failure to submit the documentation will result in non-placement for clinical courses, and thus prohibit the student from progressing in the nursing major.

Clinical Attendance

Missing 20% or more of the clinical hours for a course will constitute failure in that course. Students are expected to attend every scheduled clinical, excepting illness or approved absence. Further guidance may be found in the BSN Student Handbook.

Inappropriate Behavior in Clinical Setting

If at any time, in the judgment of an IU Kokomo School of Nursing and Allied Health Professions faculty member, a student appears to be unable to perform clinical responsibilities safely or in any way compromises safe client care, the student will be dismissed from clinical for that day and may not return until the situation is resolved to the satisfaction of the School of Nursing and Allied Health Professions. If a representative of the clinical facility and/or faculty member requests the student have a drug screen prior to leaving the facility, the student must comply (at the student's expense) or face dismissal from the nursing program. Further guidance may be found in the BSN Student Handbook.

Standardized Testing

Students in the pre-licensure nursing major will be required to take standardized competency tests pertaining to each of the major content areas throughout the curriculum, as well as at program entry and near graduation. These exams may be scheduled at times other than course meeting times. Further guidance may be found in the BSN Student Handbook.

Dosage Calculation Testing

Students must pass a medication administration proficiency exam at 90% in the sophomore 2 semester to progress to the junior year. Medication calculation questions may appear on any or all core nursing exams, even if such calculation was not a part of the material taught directly in that course.

Dress Code

While in clinical and laboratory experiences, nursing students are expected to wear professional attire and the approved photo identification badge in compliance with the BSN Student Handbook. Students who are not appropriately attired may be asked to leave the clinical area by their instructor. BSN students admitted to the nursing major are required to purchase the official Indiana University nursing uniform bearing the Indiana University logo. The IU Kokomo crimson scrub uniform is to only be worn when the student is in clinical or laboratory or other activities in which the student is representing the School of Nursing and Allied Health Professions. While in uniform, students are expected to behave in a professional manner.

Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing written evidence, verified

by oath, that they (1) have not been convicted of any act that would constitute grounds for disciplinary sanction under the State Board rules and regulations, or any felony that has direct bearing on their ability to practice competently (note that convictions include the possession and use of alcohol, drugs or controlled substances); have completed an approved high school course of study or its equivalent, as approved by the appropriate educational agency; (3) have completed all graduation requirements at a state-accredited school of nursing; (4) have completed a criminal background check; and (5) fingerprinting. It is each student's responsibility to meet licensure application deadlines. Students wishing to take the licensure examination in another state must contact that state's board of nursing directly. International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for specific licensure requirements.

Sex Offenders Screening Policy

The Indiana Sex Offenders Registry is reviewed every semester for all enrolled students. Any student enrolled in an undergraduate nursing program who has been convicted of a sex offense against children shall be dismissed from the program. Any student already admitted to an undergraduate nursing program whose name appears on the Registry during the time of enrollment in the nursing major shall be ineligible for continuation or completion of their current or any other nursing program.

Good Standing

To remain in good standing, a student must:

- Maintain a grade of C (2.0) or above in required general education (pre-nursing) courses, with no more than one repeat in any course.
- Repeat no more than three (3) required general education courses. Of the three (3) courses, no more than two (2) courses may be in science.
- Maintain a grade of C (2.0) or above in each Nursing major course.

Progression

Progression to the next level of didactic and clinical courses is contingent upon successful completion of the previous semester's general education, didactic, and clinical courses.

Academic Probation

A student will be placed on academic probation when the semester grade point average is below a 2.0 or when the cumulative grade point average falls below a 2.0 on a 4.0 scale. Academic probation will be removed after the semester where the cumulative and semester grade point averages are 2.0 or higher.

Continuation in the Program

The internal grade point average (nursing GPA) must be at least 2.0 to enter each semester of the program.

Dismissal

A student will be dismissed from the program when any of the following situations occur:

1. Failure of more than three (3) required general education courses. Of the three (3) courses, only two (2) failures will be allowed in science coursework. Any grade below C (2.0) is considered failing.

2. Failure to achieve an internal grade point average (nursing GPA) of 2.0 at each semester's completion.
3. Failure to achieve a 2.0 IU semester grade point average in any two consecutive semesters.
4. Failure to achieve a grade of C (2.0) or above in any two nursing courses on the first attempt.
5. Failure to achieve a grade of C (2.0) or above in any one nursing course or in one of a co-requisite set of didactic and laboratory (clinical) nursing courses by the second attempt.
6. Failure to meet probationary stipulations (for example, learning contracts and tutoring sessions) in the semester following the assignment of probation.
7. Lack of personal integrity, as demonstrated by but not limited to falsification of records and reports, plagiarism, or cheating on an examination, quiz, or any other assignment. A finding in this area may lead to action by the school and/or university that may incur penalties up to and including dismissal.
8. A health condition that has the potential to place the student or patients under his/her care at a safety risk.
9. Failure to adhere to legal and ethical professional requirements, including, but not limited to confidentiality rules (i.e., HIPAA). A finding in this area may lead to action by the school and/or university that may incur penalties up to and including program dismissal.

Students who are admitted to the major but fail to register for first semester courses must seek readmission to the program, subject to competitive review.

Any student who has been dismissed from the school has the right to make an appeal according to the guidance in the BSN Student Handbook.

Withdrawal Policies

1. Withdrawal from a required general education course in the semester indicated in the curriculum design requires approval from the Advising Center for Allied Health and Nursing.
2. Once admitted to the major, students may have only 2 nursing course withdrawals.
3. If a student withdraws from any course that has a didactic, clinical or laboratory component, they must withdraw from all the components.
4. Failure to register in each sequential semester, excluding summer sessions, constitutes withdrawal from the nursing program.
5. After the date for withdrawal with an automatic 'W' has passed, the faculty will follow university policy about the assignment of a grade.

Reinstatement

Students who have interrupted their nursing program for at least 1 semester and wish to return need to adhere to the following procedural steps: (1) submit written notification of their intent to reenter the program to the Nursing and Allied Health Advising Center AND the pre-licensure track Associate Dean by March 15 for fall semester, or October 15 for spring semester; and (2) submit current health and safety requirements July 15 for fall semester, or December 1 for spring semester.

All requests for reentry will be evaluated based on the availability of classroom and clinical space. Regardless

of the reason for the extended absence, the 6-year rule applies for program completion. Students whose program progression is interrupted will be subject to any curriculum and/or policy changes occurring during the interrupted progress period.

All students must complete an individualized clinical and math skill competency plan as determined by the Associate Dean of the Pre-Licensure Track or designee before the start of the semester for clinical re-entry/continuation.

Intercampus Transfers

Students in the nursing major who are in good academic standing may seek intercampus transfer by sending a written request to the Advising Center for Allied Health and Nursing. Intercampus transfer requests will be evaluated individually based on student record review. Transfer students must meet or exceed admission qualifications relevant to the class into which transfer is requested. Further, the availability of courses, faculty, and facilities to meet student needs and program objectives will be considered.

Academic Status

Full-time status is given to undergraduate students enrolled in 12 or more credit hours during a regular semester or 6 or more credit hours during a summer term. Enrollment of fewer than 12 credit hours during a regular semester or fewer than 6 during a summer term constitutes part-time status. This may impact the student's qualification for financial aid.

Auditing of Courses

Students have the option of registering for non-nursing classes on a credit or audit basis. Students who are auditing must officially register for a class and pay the applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general education courses taken for NC will not apply toward completion of nursing program requirements. Students may not audit any lab or clinical nursing course. The opportunity to audit a didactic nursing course is dependent on the availability of space and demonstration of adequate program progression on the part of the student.

Correspondence/Independent Study Courses

Students must have completed any correspondence/independent study courses prior to enrollment in the final semester of the program or register for the on-campus course in the final semester.

Prior Learning Credit

Any student, pre-licensure BSN or RN to BSN, may earn up to 15 credits of prior learning credit. Of these 15 hours, up to 3 credit hours of nursing elective credit may be earned by pre-licensure BSN students, and up to 6 credit hours of nursing elective credit may be earned by RN to BSN students.

The student must provide evidence acceptable to a committee of nursing faculty that such credit is warranted. For example--a military medic may apply for such credits based on the work completed in the field. For RNs elective credit may be related to work experience--1 credit hour for each 4 continuous years of at least 20 hours/week employment (up to 6 credits) or a national certification (3

credits), etc. Elective nursing credits do not take the place of required nursing courses.

The remaining credits (up to a total of 15 for previous learning) may come from the student petitioning the school normally responsible for those credits--if the student wants to get credit for a composition course, then the student must petition the English Department, etc. This might be a student who has written copy for a newspaper and can bring their portfolio of work to show the committee in the English Department so they can judge the quality and appropriateness of the work to meet a given course's requirements. For RN to BSN students, the program director of the RN to BSN track will determine the appropriateness of all credit requests.

Prior learning credit is based on work or life experience, not on formal education as formal education that has credits associated may be transferred in as appropriate.

Determination of Grade Point Average (GPA)

The Cumulative Grade Point Average reflects all work completed at Indiana University. Courses transferred from another institution are not used in calculating this average. The Interim Grade Point Average reflects grades received between the time students are admitted to the nursing major and the time that they begin nursing coursework. Students must maintain a 2.5 interim GPA, or admission to the major will be revoked. If the admission is revoked, reapplication to the major is required. The Pre-nursing Grade Point Average includes all IU and transfer grades earned in the pre-nursing courses applicable toward the program, including initial and repeat attempts.

Nursing Contact Hours

Theory or didactic course credits are generally arranged on a one-to-one credit/contact hour basis. (For example, a 3-credit-hour course meets three hours per week for 15 weeks.) Undergraduate clinical/laboratory courses are scheduled in a 1-to-3 ratio. (For example, a 2-credit course meets six hours per week for 15 weeks). Additionally, the School of Nursing and Allied Health Professions abides by a 50-minute hour in clinical and lab courses. Some differences may occur in courses with significant online or outside experiential learning.

Pre-Licensure Bachelor of Science Track-Traditional Track

Admission to the Traditional Pre-Licensure Nursing Track:

Consideration of Applications for Admission to the Traditional Pre-Licensure Nursing Track:

Admission to the School of Nursing and Allied Health Professions is a competitive process. The number of students admitted to the major depends upon the number of student spaces available, faculty, clinical resources, and applicants' performance on admission criteria. Admission is campus specific.

Satisfactory completion of the prerequisite courses does not guarantee acceptance to the nursing major.

The applicant must meet the following eligibility criteria:

1. Be admitted to Indiana University Kokomo as a degree seeking student in good standing, and must

- submit official transcripts from other universities attended
2. Have a minimum cumulative GPA of 2.5
 3. Have a minimum pre-nursing GPA of 2.7
 4. One of the three required sciences (A 215, P 215, J 200/J 201) must be completed with a C or better to apply; at least 2 of these required 3 sciences must be completed to begin the nursing major.
 5. One of the following additional courses must be completed in order to apply: MATH-M 105, MATH-M 117, MATH-M 125, MATH-M 118, MATH-M 119, MATH-M 215, MATH-M 133 or MATH-M 134
 6. Meet the expected TEAS score requirements:
 1. Earn an adjusted overall score placing you in the Proficient or better (proficient, advanced, or exemplary)
 2. Score at the median (50th percentile) or better in at least 3 of the 4 sub-scores.
 7. Complete at least 28 credits of the pre-nursing
 8. All applicants must be advised by a Nursing Advisor.
 9. Students may fail (with a C- or below) no more than 3 pre-nursing courses totaling 11 credits. Of the 3 failures, only 2 are allowed in the sciences. Students exceeding any of these limits are ineligible to apply to the nursing program.
 10. Cumulative GPA—If an IU GPA is not available the cumulative GPA from his/her most recent institution will be used in determining the cumulative GPA.

Direct Admission:

A very small number of highly qualified students (who have earned a prestigious scholarship at IUK) will be offered direct admission upon entry to IUK. These students are expected to excel in their academic studies, maintain the performance necessary to meet the scholarship requirements, and to meet the eligibility criteria at the time of nursing program entry.

Priority 1 Applicants:

1. meet all the eligibility criteria;
2. score in the Proficient, Advanced, or Exemplary categories on the TEAS;
3. have no sub-scores that fall below the median on the TEAS;
4. Have a pre-nursing GPA of 3.0 or higher.

If there are more priority 1 applicants than seats, students in this group will be rank ordered by pre-nursing GPA.

Priority 2 Applicants:

1. meet all eligibility criteria;
2. score in the Proficient, Advanced, or Exemplary categories on the TEAS;
3. have one sub-score that falls below the median on the TEAS.

If there are more priority 2 applicants than seats, students in this group will be rank ordered by pre-nursing GPA. Students who have completed at least 12 pre-nursing credits at IUK will receive an improvement in rank of "5" places.

Priority 3 Applicants:

1. meet all eligibility criteria; (except the TEAS score criteria);

2. score in the Basic category on the TEAS;

If there are seats offered from the Priority 3 applicant pool, students in this group will be rank ordered by pre-nursing GPA. Students who have completed at least 12 pre-nursing credits at IUK will receive an improvement in rank of "5" places.

Additional Rules for Admission

- Students may fail (with a C- or below) no more than 3 pre-nursing courses totaling 11 credits. Of the 3 failures, only 2 are allowed in the sciences. Exceeding this limit makes the student ineligible.
- Sciences older than 7 years must be retaken (including A 215, P 215, J 200, J 201, C 109)
- Students who have been dismissed from another School of Nursing are not eligible for admission.
- Students must have a social security number at the time of application.
- Students must be at least 17 years of age at the time of admission due to clinical placement

As part of the application process, the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check. Students who have a criminal history that precludes clinical placement will not be eligible for admission.

Applicants must meet the deadlines for filing an application for admission. If a student is admitted to the nursing major but declines to accept, the student must reapply for reconsideration, and admission is not guaranteed.

Admission to Pre-Licensure Nursing Track Considerations:

Unless approved by the School of Nursing and Allied Health Professions administration, nursing major courses are open only to students accepted into the School of Nursing and Allied Health Professions after applying and meeting application requirements. Please refer to "Academic Policies for All Undergraduate Nursing Programs" in this bulletin.

(For students who are not already RNs. This is a four-year degree program). For program information, contact Associate Dean Carolyn Townsend, DNP, at 765.455.9278 or ctownsen@iu.edu.

Note that all students must complete the general education core, which is incorporated into the Plan of Study. The School of Nursing and Allied Health Professions requires a grade of C or better in all courses.

Semester 1 Courses: Pre-Nursing (15-17 credits total)

- ENG -W 131 Reading, Writing, and Inquiring 1 (3 cr.)
- ANAT-A 215 Basic Human Anatomy (5 cr.)
- Freshman Learning Community (usually A101) (1-3 cr.)
- SOC-S 100, Intro to Sociology (3 cr.)
- Humanistic and Artistic Ways of Knowing (selected from list) (3 cr.)

Semester 2 Courses: Pre-Nursing (17 credits total)

- PHSL-P 215 Basic Human Physiology (5 cr.)
- PSY-P 103 General Psychology (3 cr.)
- Quantitative Reasoning (selection from list) (3 cr.)

- SPCH-S 121 Public Speaking (3 cr.)
- General Elective or General Education Requirement (selection) (3 cr.)

Semester 3 Courses: Nursing (16 credits total)

- MICR-J 200 Microbiology (3 cr.); MICR-J 201 Microbiology Lab (1 cr.)
- NURS-B 222 Comprehensive Health Assessment and Practicum (5 cr.)
- NURS-B 223 Promoting Healthy Populations with Community (4 cr.)
- NURS-B 253 Professionalism in Collaborative Practice (3 cr.)

Semester 4 Courses: Nursing (15 credits total)

- CHEM-C 109; Introductory Chemistry for Health and Nursing Sciences (3 cr.)
- NURS-B 260 Fundamentals of Nursing Practice (5 cr.)
- NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.)
- NURS-L 230 Healthcare Delivery Systems (3 cr.)

Semester 5 Courses: Nursing (16 credits total)

- NURS-H 355 Data Analysis for Practice and Research (3 cr.)
- NURS-H 356 Clinical Care I: Biophysical Processes (5 cr.)
- NURS-H 360 Clinical Care II: Interactive Processes (5 cr.)
- Humanistic and Artistic Ways of Knowing elective (3 cr.)

Semester 6 Courses: Nursing (16 credits total)

- Nursing Elective (selection) (3 cr.)
- NURS-B 334; Transitional Care of Families and Populations (5 cr.)
- NURS-H 371 Clinical Care III: Adaptive Processes (5 cr.)
- NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.)

Semester 7 Courses: Nursing (14 credits total)

- NURS-B 444 Managing Health; Illness Across Care Environments (5 cr.)
- NURS-H 476 Clinical Care IV: Complex Processes (5 cr.)
- NURS-S 474 Applied Healthcare Ethics (2 cr.)
- General Elective (1 cr.)
- NURS-H 401 Pediatric Synthesis (1 cr.)

Semester 8 Courses: Nursing (13 credits total)

- NURS-L 430 Leadership in Healthcare Delivery (5 cr.)
- NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)
- NURS-S 488 Nursing Synthesis (2 cr.)
- NURS-S 491 NCLEX Preparation (3 cr.)

Elective Courses:

- A minimum of 3 credits of nursing elective courses must be completed.
- Additional electives as needed to achieve 120 credit hours for graduation.

Bachelor of Science in Nursing

The purpose of the baccalaureate program is to educate professional nurses prepared to meet current and future healthcare needs of society. The curriculum prepares a generalist in professional nursing and prepares students for graduate study. Baccalaureate education in nursing requires a broad foundation in the sciences and humanities necessary for preparing professional nurses capable of practicing as knowledgeable generalists, and who are responsible, informed citizens in a democratic society. The baccalaureate graduate in nursing uses the nursing process to assist clients in attaining mutually established health goals and in adapting patterns of functioning to promote maximum health potential. As a generalist, the graduate practices in the roles of provider of care, manager of care, and member of the profession. The baccalaureate nurse is responsible and accountable for providing quality nursing care in practice settings that include, but are not limited to, hospitals, home, and community. The graduate demonstrates leadership behavior in collaborating with interdisciplinary health team members and others to design health care plans and to develop more efficient and effective approaches to health care delivery and achievement of desired health outcomes.

Program Learning Outcomes for the Bachelor of Science in Nursing meet the nationally recognized standards: AACN Essentials of Baccalaureate Nursing Practice (2021), the ANA Code of Ethics for Nurses, the ANA Standards of Practice, and the Indiana State Nurse Practice Act. Differences between tracks relate to the distinctive needs of the pre-licensure and RN to BSN student.

The IU Kokomo BSN graduate will meet program learning outcomes and embody them in their professional practice as a nurse who is:

1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making;
2. A culturally sensitive individual who focuses on diversity, equity, and inclusion in the provision of care to all individuals;
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations;
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery;
5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing;
6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes;
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments;
8. An accountable leader and manager who applies principles of systems and organizational processes

and who balances resources to promote quality care and patient safety; and

9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient.

Degree Requirements

Prospective students should study the requirements for admission to the School of Nursing and Allied Health Professions, the specific curriculum requirements, course sequences, and requirements for the degree. Students are responsible for meeting degree requirements. The School of Nursing and Allied Health Professions is not responsible for end of program student degree certification if students have not filed a graduation application. Application for the degree must be completed by the deadlines established by the Indiana University Kokomo Office of the Registrar. Enrollment in BSN courses is limited to IU Kokomo students admitted to the major. Exceptions/transfers will be considered by school administration on a case-by-case basis.

All candidates for the degree Bachelor of Science in Nursing must fulfill the following requirements:

1. Meet IU residency requirements;
2. Satisfactory completion of a minimum of 120 credit hours that apply to the degree;
3. Credits earned in remedial skills courses do not apply to the degree Bachelor of Science in Nursing;
4. Credits from courses that have been repeated may be counted only one time to meet degree requirements;
5. Meet the minimum cumulative grade point average that has been established for your track to apply to the major;
6. Minimum grade of C (2.0) in a required course or equivalent by the second completed attempt;
7. May repeat no more than three (3) courses totaling 11 credit hours in the general education courses to earn a C (2.0) or higher, of which no more than two (2) courses may be a science; and
8. Students must complete all coursework within six (6) years of receipt of a first semester sophomore year nursing course grade.

The nursing program is tailored to meet the needs of beginning students as well as experienced nurses returning to complete a BSN. The nursing program provides a robust background for students in practice and for future graduate study. The curriculum is based on the AACN Essentials of Baccalaureate Nursing Practice (2021), the ANA Code of Ethics for Nurses, and the Indiana State Nurse Practice Act.

Accreditation

The baccalaureate degree program in nursing at Indiana University Kokomo is accredited by the Commission on Collegiate Nursing Education, (<http://www.ccnaccreditation.org>).

Bachelor of Science in Nursing Overview

The purpose of the baccalaureate program is to offer a program for the education of professional nurses prepared to meet current and future healthcare needs of society. The curriculum prepares a generalist in

professional nursing and prepares students for graduate study. Baccalaureate education in nursing requires a broad foundation in the sciences and humanities necessary for preparing professional nurses capable of practicing as knowledgeable generalists, and who are responsible, informed citizens in a democratic society. The baccalaureate graduate in nursing uses the nursing process to assist clients in attaining mutually established health goals and in adapting patterns of functioning to promote maximum health potential. As a generalist, the graduate practices in the roles of provider of care, manager of care, and member of the profession. The baccalaureate nurse is responsible and accountable for providing quality nursing care in practice settings that include, but are not limited to, hospital, home, and community. The graduate demonstrates leadership behavior in collaborating with interdisciplinary health team members and others to design health care plans and to develop more efficient and effective approaches to health care delivery and achievement of desired health outcomes.

Program Learning Outcomes for the Bachelor of Science in Nursing meet the nationally recognized standards: AACN Essentials of Baccalaureate Nursing Practice (2021), the ANA Code of Ethics for Nurses, the ANA Standards of Practice, and the Indiana State Nurse Practice Act. Differences between tracks relate to the distinctive needs of the pre-licensure and RN to BSN student.

Degree Requirements

Prospective students should study the requirements for admission to the School of Nursing, the specific curriculum requirements, course sequences, and requirements for the degree. Students are responsible for meeting degree requirements and making application for degree candidacy. The School of Nursing is not responsible for student degree certification if they do not file a graduation application. Application for the degree must be made by the deadlines established by the Indiana University Kokomo Office of the Registrar. Enrollment in BSN courses is limited to IU Kokomo students admitted to the major. Exceptions/transfers will be considered by school administration on a case-by-case basis.

All candidates for the degree Bachelor of Science in Nursing must fulfill the following requirements:

1. Meet IU residency requirements;
2. Satisfactory completion of a minimum of 120 credit hours that apply to the degree;
3. Credits earned in remedial skills courses do not apply to the degree Bachelor of Science in Nursing;
4. Credits from courses that have been repeated may be counted only one time to meet degree requirements;
5. Meet the minimum cumulative grade point average that has been established for your track to apply to the major;
6. Minimum grade of C (2.0) in a required course or equivalent by the second completed attempt;
7. May repeat no more than three (3) courses totaling 11 credit hours in the general education courses to earn a C (2.0) or higher, of which no more than two (2) courses may be a science; and

8. Students must complete all coursework within six (6) years of receipt of a first semester sophomore year nursing course grade.

The IU Kokomo BSN graduate will meet program outcomes and embody them in their professional practice as a nurse who is:

1. a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making;
2. a culturally sensitive person who provides holistic, patient-centered nursing care for individuals, families, and communities;
3. a knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations;
4. an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery;
5. an individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing;
6. an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes;
7. a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments;
8. an accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety; and
9. an individual who embraces and employs innovations in information management and technology in the delivery of quality patient

Bachelor of Science in Nursing Second Degree Track

This degree track is for students who are **not** already RNs, but who **have completed a bachelor's degree** in another field. For program information, contact Associate Dean Carolyn Townsend, DNP, at 765.455.9278 or ctownsen@iu.edu.

Note that all students must complete several prerequisite courses prior to admission. Students must also complete the general education core at IU Kokomo prior to admission (see details that follow). Your advisor will apply relevant transfer credits to your planning sheet as you prepare for program admission. This is incorporated into the Plan of Study. The School of Nursing requires a grade of C or better in all courses.

Admission & Eligibility Requirements:

- Admission to the major is competitive.
- Students must be admitted to Indiana University Kokomo as a degree-seeking student.
- Bachelor's degree must be from a regionally accredited institution. Transcripts must be on file at
- The baccalaureate degree earned should have at least 120 credits.

- Due to the accelerated nature of the track, the overall GPA from the bachelor's degree must be 0, or the student should request a waiver from the Student Affairs Committee.
- Required prerequisite coursework may be completed at Indiana University or transferred from another college or university. If transfer credit, the student may not apply until this credit is evaluated and accepted by Indiana University.
- Time limitation on specific courses: Knowledge and competencies developed in courses that fulfill the requirements for anatomy, human physiology, microbiology, and statistics are time-limited for individuals pursuing an undergraduate degree in If any of these courses were taken more than **seven years prior** to the application (at time of application) to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.
- Must have a minimum grade of C (2.0) in each required application course.
- Students who wish to apply to this track of the BSN program must not have been dismissed from another school of nursing. If the student has been dismissed, there is a process for requesting permission to apply (refer to the dean's office).
- Applications received after deadlines may not be considered for requested admission cycle. Students wishing to reapply for a following academic cycle are invited to do so.
- Students entering must complete a national criminal background check and drug screen and will be required to complete health requirements (e.g., immunizations). If there are findings here that preclude clinical placement, the admission offer will be rescinded. Consult with the dean's office if you have questions.

The student must have completed the following prerequisite collegiate coursework:

1. Anatomy and Physiology: at least 8 credits in separate or combined coursework
2. Microbiology: (at least 3 cr.)
3. Statistics (at least 3 cr., upper-division—300-400 level)
4. Psychology (at least 3 cr.)
5. Sociology (at least 3 cr.)

Priority & Ranking of Applicants:

Students will be placed in Priority 1 grouping if all the eligibility criteria are met at the time of application (May 15 due date). Students will be placed in Priority 2 grouping if they are applying before completion of the baccalaureate degree (summer graduate) or before completion of any of the prerequisite collegiate coursework is complete (i.e. if the student will be completing some coursework in the summer semester).

Ranking of students will occur within each priority grouping with a point system. Points will be assigned based on:

1. GPA from Anatomy, Physiology, & Microbiology courses,
2. GPA from initial baccalaureate degree,

3. Scores from responses to three (3) short essay questions, and
4. Credit hours completed at IU

Please note: Completion of the baccalaureate degree does not automatically ensure that the graduate is eligible for licensure in Indiana. The Indiana State Board of Nursing and the State of Indiana statutes regulate eligibility to sit for the NCLEX and grant licensure. In particular, international students should be advised to carefully consider where and how they may achieve licensure if they earn an IU Kokomo degree in nursing. For students in the major, the policies governing the nursing program all apply to this track.

Admission to Nursing Second Degree Track Considerations:

Unless approved by the School of Nursing and Allied Health Professions administration, nursing major courses are open only to students accepted into the School of Nursing and Allied Health Professions after applying and meeting application requirements. Please refer to "Academic Policies for All Undergraduate Nursing Programs" in this bulletin.

(For students who are not already RNs. This is a four-semester degree program). For program information, contact Associate Dean Carolyn Townsend, DNP, at 765.455.9278 or ctownsen@iu.edu.

Once admitted to the second-degree track the nursing curriculum is completed in four consecutive semesters, including summer. All the BSN academic policies apply to students in this track.

Nursing Coursework Semester 1 (17 credits)

- NURS-B 222 Comprehensive Health Assessment & Practicum (5 cr.);
- NURS-B 253 Professionalism in Collaborative Practice (3 cr.);
- NURS-B 260 Fundamentals of Nursing Practice & Clinical (5 cr.);
- NURS-B 261 Pathophysiology & Pharmacology for Nursing (4 cr.)

Nursing Coursework Semester 2 (16 credits)

- NURS-B 237 Promoting Healthy Populations (3 cr.);
- NURS-H 356 Biophysical Processes & Lab (5 cr.);
- NURS-H 371 Adaptive Processes (5 cr.);
- NURS-R 375 Nursing Research & Evidence-Based Practice (3 cr.)

Nursing Coursework Semester 3 (16 credits)

- NURS-H 360 Interactive Processes & Clinical (5 cr.);
- NURS-H 476 Complex Processes (5 cr.);
- NURS-L 420 Nursing Leadership (3 cr.)
- NURS-S 483 Nursing Practice Capstone (3 cr.)

Nursing Coursework Semester 4 (14 credits)

- NURS-B 334 Transitional Care of Families & Populations (5 cr.);
- NURS-B 444 Managing Health & Illness Across Care Environ. (3 cr.);
- NURS-S 488 Nursing Synthesis (3 cr.)
- NURS-S 491 NCLEX Preparation (3 cr.)

Bachelor of Science in Nursing-Online Consortium

The field of nursing involves caring for individuals, families, communities, and populations. Nurses are knowledgeable care coordinators who facilitate access to resources needed to meet healthcare needs.

The IU Online Bachelor of Science in Nursing is a degree completion program designed for registered nurses (RN) wanting to receive a Bachelor of Science in Nursing (BSN). The program offers a flexible curriculum that prepares you to meet society's current and future health needs, and it also lays a foundation for leadership positions and graduate study. Flexible paths of study allow you to complete nursing courses in 12 months of full-time study or 18 to 24 months of part-time study along with up to nine months of general education coursework. Each semester is split into two, seven to eight-week sessions so that you may finish up to four courses every semester. Practicums or clinical experiences are embedded in didactic or lecture-based courses and can be tailored to your experience and career goals. For program information, contact IUK Program Director Leigh Swartzendruber, MSN, RN, at 765.455.9241 or lehoback@iu.edu.

Degree Requirements

To graduate with the BSN, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

Requirements are broken down as follows:

- Nursing credits prior to admission to RN to BSN program (33-36 credit hours)
- General education courses (30 credit hours) e.g., 3 credits from each of the following competencies: Written Communication; Speaking and Listening; Quantitative Reasoning; Social and Behavioral Ways of Knowing; Humanistic and Artistic Ways of Knowing; Scientific Ways of Knowing, and then 12 hours of additional general education coursework.
- Nursing required courses (33 credit hours - nine required courses and a choice of two electives)
- Other courses of student's choosing (21-23 credit hours) Students can take nursing electives to fulfill this requirement.
- You must be a registered nurse, licensed in the state in which you plan to complete your clinicals. Note per the website that there are restrictions set by a few states

Admissions:

- An Associate of Science in Nursing (ASN) or nursing diploma. Check with your home campus for accreditation requirements
- A current, unencumbered RN license in the state in which you are practicing and/or plan to meet clinical requirements
- Cumulative GPA of 2.5 on a 4.0 scale from your ASN or diploma program
- Completed a criminal background check for your home campus

- Met all other admissions requirements

NOTE: Students may enroll from most states.

Nine credit hours of general education courses may be taken with nursing coursework.

To apply to the RN to BSN Degree Completion Option

- Complete the application for admission
- Submit official transcripts
- International applicants may be asked for additional materials
- This degree completion option is offered by IU Bloomington, IU East, IU Fort Wayne, IU Kokomo, IU Northwest, IUPUC, IUPUI, IU South Bend, and IU Southeast. After applying, you will be assigned a home campus. You will submit application documents to the Office of Admissions of that campus

Core Courses:

- NURS-B 304 Health Policy (3 cr.)
- NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.)
- NURS-B 404 Informatics (3 cr.)
- NURS-H 355 Data Analysis for Practice and Research (3 cr.)
- NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.)
- NURS-R 470 Clinical Baccalaureate Nursing Capstone (3 cr.)
- NURS-S 474 Applied Healthcare Ethics (3 cr.)
- NURS-S 475 A Multisystem Approach to the Health of the Community: RN BSN (3 cr.)
- NURS-S 487 Nursing Management: RN BSN (3 cr.)

Electives

- NURS-B 344 Comprehensive Nursing Health Assessment (3 cr.)
- NURS-B 403 Aging with Dignity (3 cr.)
- NURS-K 301 Complementary Health Therapies (3 cr.)
- NURS-K 305 New Innovations in Health and Health Care (3 cr.)
- NURS-K 434 Current Trends in Global Health Nursing (3 cr.)
- NURS-K 499 Genes and Precision Health (3 cr.)
- NURS-P 345 Pharmacology for Professional Nursing Practice (3 cr.)
- NURS-S 410 Emergency Preparedness and Disaster Response (3 cr.)
- NURS-S 420 Care Coordination in Transitions of Care (3 cr.)

RN to BSN Completion Track (hybrid)

(For students who are licensed Registered Nurses who graduated from an associate degree or diploma program). This degree completion curriculum offers you the opportunity to earn the BSN in a convenient manner with a curriculum designed for the working professional. For program information, contact Program Director Stephanie Pratt, DNP, RN, at 765.455.9250 or snpratt@iuk.edu.

In the RN to BSN, two tracks are offered, a fully online RNBSN and a Hybrid RNBSN track.

About the Hybrid RN BSN Track: This track offers the RN the opportunity to complete the degree partially online, but with weekly course meetings with like-minded peers. Courses are held one day per week and students progress through the curriculum as a group in a cohort model (classes are late afternoon-evening) and may be held at IUK or at a local hospital. Each week there is some online work, and a live course meeting, promoting networking and support.

Students do have clinical requirements. Students either complete the statewide gen ed core prior to admission or complete IU Kokomo's general education core.

Hybrid RN-BSN Core Course Requirements:

All RN to BSN students must meet the general education requirements that are associated with their track for graduation. Depending on your individual plan of study, these requirements may be met before you begin nursing major courses or a limited number of credits may be placed throughout the entire curriculum. Consult with an advisor for a plan that meets your needs.

The TSAP curriculum plan is available on the IU Kokomo website, as well. The plan of study will allow the completion of the BSN in two years. The curriculum is the same as the other opportunities for RN to BSN completion.

Required Courses in the RN BSN Curriculum

- NURS-B 304 Health Policy (3 cr.)
- NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) Must be taken first, regardless of track.
- NURS-B 404 Informatics (3 cr.)
- NURS-H 355 Data Analysis for Practice and Research (3 cr.)
- NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.)
- NURS-S 474 Applied Health Care Ethics (3 cr.)
- NURS-S 475 Multisystem Approach/Health of Community (3 cr.)
- NURS-S 487 Nursing Management (3 cr.)
- NURS-R 470 Clinical Nursing Practice Capstone (3 cr.) This must be taken in the final semester.
- Nursing Electives: (6 credit hours required; see an advisor for a selection)

Hybrid RN to BSN Completion Option Admission Policy

Students applying to the RN to BSN Hybrid Degree Completion Track should:

1. have a cumulative GPA of 2.0 or higher in their regionally accredited pre-licensure nursing program (such as HLC,); and
2. hold an unencumbered Indiana RN

Acceptance to the Hybrid Track RN to BSN Degree Completion Track is determined on a **rolling basis** and continues until the cohort is full or until the deadline for

application, whichever comes first. Acceptance occurs after the student completes a few simple steps:

- Complete Admissions Application to IU Kokomo available on the IUK website;
- Be prepared to provide documentation of unencumbered RN license with the State of Indiana;
- Submit official transcripts from other educational institutions to admission at IUK;
- Submit the School of Nursing RN-BSN Application (this is a different step from applying to the university) available on the IUK School of Nursing website (select the Hybrid option);
- Meet with an academic advisor by scheduling an appointment at 765-455-9384; and
- Register for an account with Castlebranch using the instructions you receive.

Deadline for Admission for Fall Semester is July 1; deadline for admission for Spring Semester is November 1.

The RN-BSN application is only good for the cohort beginning the semester indicated on the application. If a student chooses to be considered for another start date, he/she must notify the academic advisor of intentions of a new start term so the application can be updated.

Please note the slight differences in the application requirements for the All-Online option, which are in place to facilitate student success and program completion in this online environment. Acceptance occurs after the student completes a few simple steps:

- Go to: <https://online.iu.edu/degrees/nursing-rn-to-bsn-undergraduate.html> or the IU Kokomo School of Nursing and Allied Health Professions Website **Online RNBSN** and click the Apply Now button. There is only a single step for this
- Meet with an academic advisor by scheduling an appointment at 765-455-9384; and
- Register for an account with CastleBranch at <https://com/> using the IAo3 package code.

Nursing Graduate Certificates

The Graduate Certificates in Nursing Education and Nursing Administration offer BSN prepared students the opportunity to earn a valuable credential from IUK without the time needed to complete a full MSN. Upon completion of track-specific courses required for a Graduate Certificate, students can complete the remaining Core Courses and earn an MSN at IU Kokomo.

Admission Requirements:

1. Graduation from an accredited Baccalaureate Degree program in Nursing.
2. Minimum undergraduate GPA of 2.5 on a 4.0 scale.
3. Valid, unencumbered RN license in the state where practicum will be completed.
4. Recent, relevant RN experience is required.
5. Submit an Official College Transcript (Degree granting and graduate courses if applicable).
6. Apply as a non-degree graduate student. (You will receive a certificate of completion)

7. Curriculum Vitale (CV)/Resume
8. Application Fee
9. Submit a Personal Statement Essay answering the following questions: (Maximum of 500 words per question)
 1. Identify your academic goals, career objectives, why you are applying to this program and the qualifications you have that make you a strong candidate for admission.
 2. What experiences (as it relates to clinical, leadership, or research in nursing) do you feel have prepared you for master's education?
 3. Describe significant life experiences that have contributed to your development, such as honors, activities, and accomplishments that make you a unique applicant. Be sure to include cross-cultural experiences, travel, hobbies, etc. that might influence your contributing to advanced practice nursing.
 - All students contribute to creating a diverse and inclusive environment when diversity is broadly defined. Whether by personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of Indiana University Kokomo and the nursing profession. The concept of diversity includes the following dimensions: race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, and religious beliefs.

Academic Policies for Graduate Nursing Programs

Academic Policies for the Graduate Nursing Program Progression Policy

Any period of absence that prevents a student from meeting course outcomes may result in withdrawal or an incomplete grade in the course at the discretion of the instructor. Failure to register in each sequential semester also constitutes an interruption in the student's program. Students who have interrupted their program of study for more than one semester are required to submit a written request to re-enter the program to the IU Kokomo MSN Committee. All requests to the MSN Committee must be sent to the School of Nursing and Allied Health Professions via registered mail, to the attention of the appropriate graduate Program Director. All requests for re-entry will be evaluated based on the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed and may require a refresher course and/or documentation of current competencies.

Curriculum changes during the period of interrupted progress toward the degree may result in review and revision of degree requirements based on evaluation of individual situations. Students who re-enter must adhere to the current policies and curriculum of the School of Nursing and Allied Health Professions in effect at the time of reentry. Students re-entering will be expected to apply

all knowledge and skills from previous courses upon re-entry.

Withdrawals

Withdrawals are issued to students wishing to withdraw from any or all courses if the official withdrawal request is completed by the deadline dates printed in the current class schedule. A grade of W will appear on student transcripts when students complete the official withdrawal request by the published deadline. Once the deadline for course withdrawals has passed, the student will need the permission of the faculty member responsible for the course and applicable Program Director. A grade of either "F" or "W" will be awarded as determined by the instructor. "W" is an option after the withdrawal deadline only if the student is passing (with at least a B-) the course at the time of the request and has an overall program GPA of at least 3.0. A grade of "FN" will be recorded on the official transcript if a student stops attending but does not officially withdraw from class.

Students planning to withdraw from the graduate nursing program should meet with the appropriate Graduate Program Director. Additionally, the following policies pertain to students:

- Satisfactory completion of the required number of credit hours and courses that apply to the degree.
- Achievement of a minimum cumulative grade point average of 3.0 on a 4.0 scale.
- Achievement of a minimum of B- in each required course or equivalent by the second completed attempt
- Completion of all coursework within four years after the enrollment in an MSN Program
- Apply for the degree according to published IU Kokomo deadlines.
- Failure to register in two sequential semesters constitute withdrawal from the graduate nursing program.
- A pattern of withdrawals may influence consideration of further reinstatement requests.

Repeat Nursing Courses

A student who receives a grade lower than B- in a nursing course(s) will be required to repeat the course(s). A student will receive no more than two opportunities to successfully complete a given nursing course. Failure to receive a minimum grade of B- upon repeating a nursing course will result in dismissal.

Students who need to repeat a nursing course must make a request to the appropriate Program Director for placement in the repeated course. All requests will be evaluated based on the availability of resources/space.

Grade Appeals

Grade appeals must be initiated in writing within 30 calendar days after the student's grade was posted. After 30 calendar days a student may only appeal a grade if severe circumstances have prohibited the student from filing on time. Examples of such circumstances include military deployment or catastrophic illness. For more information, please access the [IU Kokomo Grade Appeals](#)

Academic Probation

A student will be placed on academic probation when any of the following conditions exist:

- The cumulative grade point average falls below 3.0.
- The semester grade point average is below 3.0.
- A grade below B- has been earned in each required course or equivalent by the second completed attempt.
- Failure to comply with School of Nursing and Allied Health Professions and/or MSN Program policies.

Academic probation will be removed after the semester during which the following conditions have been met:

- The cumulative grade point average is 3.0 or higher.
- The semester grade point average reaches 3.0 or higher.
- A minimum grade of a B- has been earned in all required courses taken.
- Compliance with School of Nursing and Allied Health Professions policies is evident.

Dismissal

A student will be dismissed from the School of Nursing and Allied Health Professions when there is a lack of progress toward the degree.

Evidence of lack of progress consists of one or more of the following:

- Failure to attain a cumulative grade point average of 3.0 in any two consecutive semesters.
- The faculty reserves the right to dismiss any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation in the profession of nursing. Integrity and conduct will be judged according to the standards set by the ANA Code of Ethics of Nurses adopted by the American Nurses' Association. Furthermore, HIPAA violations, falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment will result in penalties up to and potentially including program dismissal. See the

Reinstatement

A student who has been dismissed for academic failure may request reinstatement by petitioning the IU Kokomo MSN Program Committee. Students who desire reinstatement in the program must submit a written request to the Program Director (Dr. Erin Geiselman for the Non-NP tracks and Dr. Dea Kent for the NP Tracks.)

All requests must be sent via United States mail postage paid. Reinstatement is not guaranteed. Reinstatement requests will be evaluated individually based on faculty recommendations at the time of dismissal, academic standing, potential for progress toward the degree, availability of resources, and satisfactory completion of any conditions existing at the time of dismissal. Students who are reinstated must adhere to policies and curriculum in effect at the reinstatement.

Intercampus Transfers

Students in the MSN Program who are in good academic standing may seek intercampus transfer by sending a written request to the appropriate Graduate Program Director. Intercampus transfer requests will be evaluated

individually based on student record reviews. Transfer students must meet or exceed admission qualifications. Further, the availability of course positions, faculty, and facilities to meet student needs and program objectives will be considered.

Completion of Degree Requirements

All candidates for the Master of Science in Nursing must fulfill the following requirements:

- Satisfactory completion of the required number of credit hours and courses that apply to the
- Achievement of a minimum cumulative grade point average of 3.0 on a 4.0 scale.
- Achievement of a B- in each required course or equivalent by the second completed attempt.
- Removal of all incompletes, deferred grades, and special credit course grades in nursing courses by three (3) weeks prior to the end of the student's last semester before graduation.
- Completion of all coursework within four (4) years after enrollment in the MSN program.

Master of Science in Nursing

The IU Kokomo Master of Science in Nursing Program offers three degrees to serve the needs of professional nurses desiring to advance their education. Most of the courses in the MSN are offered on Thursdays throughout the year, to facilitate planning for the working RN. Clinical hours will fall outside the class times on Thursdays. In the MSN in Nursing Administration, a 42-credit track, students complete core courses relevant to all advance practice roles, and a rigorous education in current leadership and administration skills. In the MSN in Nursing Education, a 41-credit track, students similarly complete a core curriculum and then take advanced courses that prepare the nurse to enter the practice of nursing education. In the MSN Family Nurse Practitioner track, students complete 48 credit curriculum of core and FNP coursework.

Accreditation

The Master of Science in Nursing at Indiana University Kokomo located in Kokomo, IN is accredited by the: Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000.

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's degree program is Continuing Accreditation.

MSN Program Learning Outcomes

At the end of the program, each student will have met the following learning outcomes aligned with the AACN Essentials:

1. Synthesize knowledge from nursing and related disciplines to inform clinical judgment and innovation in advanced nursing practice.
2. Practice to the full scope of education using effective communication and a systematic approach to coordinate person-centered care, empower advanced decision making, and promote self-care management.

3. Improve population health outcomes through partnerships, advocacy, and policies that improve health equity within systems and at local, regional, national, and global levels.
4. Advance the science of nursing through ethical scholarship and innovative and evidence-based approaches that advance the profession, improve health and transform healthcare.
5. Apply quality improvement principles to establish a culture of patient, provider, and work environment safety to reduce and to mitigate risk, safeguard care delivery, and improve nursing practice outcomes.
6. Facilitate a climate of mutual respect, improved communication, and quality collaboration within interprofessional teams that optimize care delivery.
7. Lead and respond to changes in complex systems through policy and coordination of resources for diverse populations in an equitable and fiscally responsible manner.
8. Evaluate and use information and communication technologies and informatics tools integrating best practices, regulatory standards, and ethical, legal, social implications in direct and indirect care roles.
9. Embody the core values and professional identity of nursing by advocating for social justice and integrating ethical, legal, regulatory, and professional standards.
10. Engages in personal and professional development to promote self-advocacy, resilience, and well-being to expand one's own nursing leadership capacity and contribute to the advancement of the nursing profession.

International Students

International students are eligible to apply to the Master of Science in Nursing - Administration or the Master of Science in Nursing – Education track only. International students must apply to the campus online by following this link: <https://www.iuk.edu/international-student-services/admissions/first-year-undergraduate.html>. Upload personal statement (point #7 under admission requirements) under additional information tab.

In addition to the MSN admission requirements listed above, international students and students for whom English is not their primary language, must submit TOEFL-IBT scores. If your country teaches nursing courses in English then TOEFL-iBT is not required. Follow this link to see specific score requirements:

<https://www.iuk.edu/international-student-services/admissions/english-proficiency-documentation.html>.

Master of Science in Nursing - Education

Admission Requirements:

1. Graduate from an accredited baccalaureate degree program in nursing.
2. Minimum undergraduate GPA of 3.0 on a 4.0 scale.
3. Valid, unencumbered RN license in the state where practicum will be completed. International students must meet the practice or licensing requirements in their country of origin.
4. Recent, relevant RN experience is required.

5. Completion of a 3 -credit (16-week semester) undergraduate (300 or 400 level) or higher statistics course with a C or higher grade by the application deadline.
6. Submit an official college transcript (degree granting and graduate courses if applicable).
7. Submit a Personal Statement Essay on the following questions: (Maximum of 500 words for each question.) (A) Identify your academic goals, career objectives, why you are applying to this program and the qualifications you have that make you a strong candidate for admission. (B) What experiences (as it relates to clinical, leadership, or research in nursing) do you feel have prepared you for master's education? (C) Describe significant life experiences that have contributed to your development, such as honors, activities, and accomplishments that make you a unique applicant. Be sure to include cross-cultural experiences, travel, hobbies, etc. that might influence your contributions to advanced practice nursing. **NOTE:** All students contribute to creating a diverse and inclusive environment when diversity is broadly defined. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of Indiana University Kokomo and the nursing profession. The concept of diversity includes the following dimensions: race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, and religious beliefs.)
8. Curriculum Vitale (CV)/Resume.
9. Pay application fee.

MSN Shared Coursework (24 credits):

- NURS-D 615 Performance Improvement & Patient Health Services (3 cr.)
- NURS-I 630 Introduction to Nursing Informatics (3 cr.)
- NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)
- NURS-P 505 Population Health (4 cr.)
- NURS-R 500 Nursing Research (3 cr.)
- NURS-R 505 Measurement and Data Analysis (3 cr.)
- NURS-R 590 Scholarly Project (1 cr.)
- NURS-Y 510 Advance Practice Concepts (4 cr.)

MSN in Nursing Education track courses:

- NURS-T 615 Curriculum in Nursing (3 cr.)
- NURS-T 617 Evaluation in Nursing (3 cr.)
- NURS-T 670 Teaching in Nursing (3 cr.)
- NURS-T 675 Nursing Elective (3 cr.)
- NURS-T 679 Nursing Education Practicum (2 cr.)

MSN Family Nurse Practitioner (FNP) Track

The MSN FNP track is a 48-credit hour track with 750 direct and 225 indirect clinical practice hours designed by doctorally-prepared faculty to prepare registered nurses with advanced practice skills in family practice. The goal of the FNP track is to provide our region with primary healthcare providers to facilitate access to quality healthcare services for underserved populations. Advanced practice nurses are also needed to meet

the growing regional demand for healthcare, as well as address critical shortages of primary care providers. These nurses will provide and enhance access to healthcare for the community, improve the delivery of healthcare in Indiana regional areas, and ultimately improve the health of its citizens. They will also serve in leadership and administrative roles and implement changes in the healthcare delivery system.

Students will begin their study with classroom-based didactic courses, building the theoretical and contextual background necessary for advanced nursing practice. Students will then progress on to didactic courses with clinical components to include clinical practice hours each semester. **Note:** The final didactic clinical course includes remaining mandatory practice hours as a primary care provider. Classes and labs will primarily be scheduled on Thursdays, and clinical practice hours will be scheduled based on availability of practice sites.

Admission Requirements

Acceptance into the FNP program is competitive. The following criteria must be met for unconditional admission:

1. Undergraduate cumulative GPA of 3.0 or higher on a 4.0 scale from an NLNAC, CCNE, ACEN or CNEA accredited program. Students who apply to the IU Kokomo MSN program who have graduated from an undergraduate nursing program that does not use/ report grade point average (GPA) will be considered for admission if they meet all other criteria and their transcripts contain other indicators of academic success such as dean's list, academic honors, and grades from other degree programs, etc.
2. Copy of current Indiana RN license: Current unencumbered license as a Registered Nurse (RN).
3. Relevant RN experience.
4. Completion of a 3-credit (16-week semester) undergraduate (300 or 400 level) or higher statistics course with a B- (80%) or higher grade by the application deadline.
5. A master's level statistics course is required to graduate from the FNP track. The course may be taken prior (within the last five years) to applying or within the plan of study.
6. Submit an official college transcript (Degree granting and graduate courses, if applicable).
7. Curriculum Vitale (CV)/Resume
8. Pay the application fee.
9. Submit a Personal Statement Essay on the following questions: (Maximum of 500 words for each question).
 - Identify your academic goals, career objectives, why you are applying to this program and the qualifications you have that make you a strong candidate for admission.
 - What experiences (as it relates to clinical, leadership, or research in nursing) do you feel have prepared you for master's education?
 - Describe significant life experiences that have contributed to your development, such as honors, activities, and accomplishments that make you a unique applicant. Be sure to include cross-

cultural experiences, travel, hobbies, etc. that might influence your contributions to advanced practice nursing.

- What attributes and current work experiences do you bring that will contribute to your success in the FNP program (community engagement, professional committee work, leadership experience).

NOTE: All students contribute to creating a diverse and inclusive environment when diversity is broadly defined. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of Indiana University Kokomo and the nursing profession. The concept of diversity includes the following dimensions: race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, and religious beliefs).

MSN Family Nurse Practitioner Curriculum

The MSN program family nurse practitioner (FNP) track is comprised of three components:

FNP Coursework Semester 1 (7 credits)

- NURS-P 505 Population Health (4 cr.)
- NURS-I 630 Introduction to Nursing Informatics (3 cr.)

FNP Coursework Semester 2 (6 credits)

- NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)
- NURS-R 505 Measurement and Data Analysis (3 cr.)

FNP Coursework Semester 3 (6 credits)

- NURS-D 615 Performance Improvement and Patient Safety Health Systems (3 cr.)
- NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr.)

FNP Coursework Semester 4 (6 credits)

- NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr.)
- NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.)

FNP Coursework Semester 5 (8 credits)

- NURS-R 500 Nursing Research Methods (3 cr.)
- NURS-R 590 Scholarly Project (1 cr.)
- NURS-F 580 Primary Care I: Acute Illness Processes (4 cr.)

FNP Coursework Semester 6 (5 credits)

- NURS-F 581 Primary Care II: Acute and Stable chronic Illnesses Processes (4 cr.)
- NURS-Y 620 Advanced Primary Care and Office Management (1 cr.)

FNP Coursework Semester 7 (6 credits)

- NURS-F 582 Primary Care III: Chronic and Complex Illness Processes (6 cr.)

FNP Coursework Semester 8 (4 cr.)

- NURS-F 578 Primary Health Care of Families (4 cr.)

Master of Science in Nursing - Administration

The MSN Nursing Administration track is a 42-credit hour track with 525 practicum hours in which students complete core courses relevant to all advanced practice roles, and a rigorous education in current leadership and administration skills. The Nursing Administration track is dedicated to developing leadership skills for leading in the evolving healthcare environment. Focused experiential learning includes mastering skills such as Lean-Six Sigma, cost-benefit analysis, developing a business plan, problem-solving, and reimagining patient care environments.

Admission Requirements:

1. Graduate from an accredited baccalaureate degree program in nursing.
2. Minimum undergraduate GPA of 3.0 on a 4.0 scale.
3. Valid, unencumbered RN license in the state where practicum will be completed. International students must meet the practice or licensing requirements in their country of origin.
4. Recent, relevant RN experience is required.
5. Completion of a 3 -credit (16-week semester) undergraduate (300 or 400 level) or higher statistics course with a C or higher grade by the application deadline.
6. Submit an official college transcript (degree granting and graduate courses if applicable).
7. Submit a Personal Statement Essay on the following questions; (Maximum of 500 words for each question.(A) Identify your academic goals, career objectives, why you are applying to this program and the qualifications you have that make you a strong candidate for admission.(B) What experiences (as it relates to clinical, leadership, or research in nursing) do you feel have prepared you for master's education?(C) Describe significant life experiences that have contributed to your development, such as honors, activities, and accomplishments that make you a unique applicant. Be sure to include cross-cultural experiences, travel, hobbies, etc. that might influence your contributions to advanced practice nursing.**NOTE:** All students contribute to creating a diverse and inclusive environment when diversity is broadly defined. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of Indiana University Kokomo and the nursing profession. The concept of diversity includes the following dimensions: race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, and religious beliefs.)
8. Curriculum Vitale (CV)/Resume.
9. Pay application fee.

MSN Shared Coursework (24 credits):

- NURS-D 615 Performance Improvement & Patient Health Services (3 cr.)
- NURS-I 630 Introduction to Nursing Informatics (3 cr.)

- NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)
- NURS-P 505 Population Health (4 cr.)
- NURS-R 500 Nursing Research (3 cr.)
- NURS-R 505 Measurement and Data Analysis (3 cr.)
- NURS-R 590 Scholarly Project (1 cr.)
- NURS-Y 510 Advance Practice Concepts (4 cr.)

Administration Track specific courses (18 credits):

- NURS-L 530 Legal Environment of Health Care (3 cr.)
- NURS-L 574 Administrative Management in Nursing (3 cr.)
- NURS-L 579 Nursing Administration Practicum (3 cr.)
- NURS-L 671 Financial Management (3 cr.)
- NURS-N 610 Advanced Healthcare Quality and Safety Concepts (4 cr.)
- NURS-N 611 Advanced Healthcare Leadership Concepts (2 cr.)

Bachelor of Science in Applied Health Sciences - Online Consortium

Applied Health Science, BS

The field of healthcare is continually evolving. Preventing disease is becoming as important as treatment. Applied health science focuses on prevention. It involves promoting wellness in families, organizations, and society at large through research, health education, policy making, and therapeutic intervention.

The IU Online Bachelor of Science in Applied Health Science is an interdisciplinary program for students who have at least 30 credit hours of coursework that can be applied toward a university degree. The degree prepares you for careers or graduate studies in health-related fields.

It offers two tracks: Community Health Education and Health Administration.

Your BS in Applied Health Science prepares you for a high-growth job market in areas related to disease prevention, quality of life, health planning, and therapeutic intervention. Graduates may work in a variety of public health, wellness education, and health organization fields, including:

- Wellness coordinator
- Environmental science and protection technician
- Health specialty teacher
- Occupational health and safety technician
- Community health worker
- Health educator
- Hospital administration (entry-level)
- Nonprofit health agency positions

This 100 percent online, consortia program is taught by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortia model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

To graduate with the BSAHS degree, students must complete General Education (varies by campus), 42 credit

hour BSAHS core and one 18 credit hour track, either the Community Health Educator or Health Administration, as well as electives to reach 120 credit hours total. Students should choose electives that best support the BSAHS track they are pursuing, and in consultation with their academic advisor. Students must attain a cumulative 2.0 GPA for all courses counting towards the degree and a 2.0 for all AHSC courses.

1. General education courses (30-42 credit hours)
2. Applied health science core courses (42 credit hours)

Core Courses: (42 cr.)

- AHSC-H 302 Healthcare Delivery Systems (3 cr.)
- AHSC H 303 Leadership and Management in Healthcare (3 cr.)
- AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.)
- AHSC-H 320 Consumer Health (3 cr.)
- AHSC-H 330 Intercultural Health Communication (6 cr.)
- AHSC-H 340 Research in Health Sciences (3 cr.)
- AHSC-H 350 Economics of Health Care (3 cr.)
- AHSC-H 360 Epidemiology/Biostatistics and Population Health (6 cr.)
- AHSC-H 370 Informatics (3 cr.)
- AHSC-H 480 Grant Writing & Internship (6 cr.)

You take applied health science courses that teach you how to:

- Utilize problem-solving, critical-thinking, and decision-making skills in a variety of healthcare settings and situations.
 - Utilize effective leadership and management strategies in common healthcare delivery systems and environments.
 - Apply evidence-based healthcare practices for optimum health outcomes.
 - Demonstrate accountability within the legal and ethical parameters of the healthcare system.
 - Integrate communication skills into professional
 - Utilize information technology in the delivery of
 - Explore the historical and contemporary social determinants of health that shape health status, health behavior, and health inequalities.
3. Applied health science tracks (one required) 18 cr. hours

Track 1: Community Health Educator: Coursework will provide instruction in the skills necessary to conduct general health and wellness assessments and the techniques of health education. Students majoring in the BSAHS with a concentration in the Community Health Educator track will be able to take the Certified Health Education Specialist Examination (CHES) offered by the National Commission for Health Education Credentialing. Becoming a CHES opens many more opportunities for students in public health.

- AHSC-C 415 Community Health Assessment, Education, and Promotion (6 cr.)
- AHSC-C 425 Program Assessment, Planning, Evaluation I (6 cr.)
- AHSC-C 430 Environmental Health (3 cr.)

- AHSC-C 435 Program Assessment, Planning, and Evaluation II (3 cr.)

Track 2: Health Administration Coursework will provide instruction in health care organization, planning, budgeting and finance.

- AHSC-A 420 Health Care Budgeting and Finance (6 cr.)
- AHSC-A 430 Health Care Organization Supervision and Resource Management (6 cr.)
- AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.)

Student Services

IU Online provides quick and easy access to tools, tips, and IU resources to help you succeed, including:

- Admissions: Personalized application support for the program that is right for you
- Onboarding: An interactive orientation to online learning and all things IU
- Student Financial Services: Tailored resources for financial aid and money management
- Success Coaching: One-on-one support to reach your academic and personal goals
- Math and Writing Support: Direct access to IU-trained math mentors and writing consultants
- Career Services: Interactive tools and coaching to accelerate your career
- Libraries and Research: Online access to IU library resources and research librarians
- Technology: A full suite of software, collaboration tools, cloud storage, and training
- 24/7 Contact Center: Real-time chat, email, and phone support direct from IU

Admissions Application Deadline

Rolling admissions. Application review will begin upon receipt of all required application materials.

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

To apply to this program:

1. Complete application for admission.
2. Submit official transcripts.
3. International applicants may be asked for additional
4. This program is offered by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. After applying, you will be assigned a home campus. You will submit application documents to the Office of Admissions of that campus.

Associate of Science in Radiography

Radiography is the science of using radiation to provide images of the tissues, organs, bones, and vessels that comprise the human body. While radiologists are physicians who have been specially trained in interpreting diagnostic images, the radiographer is responsible for producing diagnostic images of the patient that radiologists use to diagnose patient conditions. Treatment of patients depends on the accurate and precise production of radiographic images. Their principal duties consist of producing diagnostic radiographs and performing patient care assessments. They also

assist in fluoroscopic examinations and in interventional radiological procedures. Specific tasks performed by radiographers vary. Radiographers must be able to care for seriously ill and injured patients to optimism information without injury to the patient and with the least amount of pain and discomfort from the examination. Utilizing knowledge of methods to reduce ionizing radiation during the procedures is of primary importance. Radiographers assist the radiologist in some complex procedures, often involving the injection of opaque media through needles or catheters. Radiographers must be well educated and experienced in aseptic techniques, requiring skills often comparable to those of nurses. Radiographers make up the largest group of imaging professionals. Most radiographers are employed in hospitals, clinics, and physicians' offices. Graduates receive an Associate of Science degree and are eligible to take the national certification examination of The American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Radiographer R.T. The Associate of Science Degree in Radiography at Indiana University Kokomo is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

IUK Associate of Science in Radiography Application Process

1. Apply to and be accepted to Indiana University Kokomo as a degree seeking student.
 1. Students currently attending or previously enrolled at Indiana University (any campus) are not required to submit a copy of their IU transcript. However, transcripts from all other colleges, universities, or other training institutions are required; even if the credits are already posted to the IU transcript.
 2. Photocopies, unofficial copies, faxed copies, or student copies of the applicant's transcript are accepted.
 3. The program admissions committee does reserve the right to request an official copy. Submission of illegible copies will delay the review of the application. Transcripts must be submitted even if the courses taken are not considered prerequisites.
2. Apply to the Associate of Science in Radiography: (the selection process is competitive)
 1. Applications are due by December 1 of the year prior to program admission.
 2. Meet with an academic advisor prior to submitting an application for the Radiography program.
 3. A prerequisite completion plan is required for students who have not completed all program prerequisites.
 4. Complete Job Shadow requirements. A minimum of 16 hours of observation should be completed between January 1 and December 1 of the year of application.
 5. Complete the required essay questions in a Word document. A minimum of 500 words are needed for this section of the application, not including the underlined portion of the questions.

6. Applicants should expect official response confirming receipt of the application within three weeks of the date that the application is received. When applicable, verification will be sent via email to the address provided on the application.

Selection Process for the ASN in Radiography:

Preference will be given to Indiana state residents. Preference is given to applicants who complete the majority of applicable course work at a public college or university in Indiana. The admissions committee determines how the preference policy shall be weighed in their admissions policies. Admission is competitive and based on a point scale.

20 points: Overall IU GPA

10 points: IU Math & Science GPA

12 points: Completed Prerequisite Courses

04 points: Total Credit Hours

01 points: Complete Job Shadow

01 points: Complete Application Essay

01 points: Health Care Experience

01 points: Reapply (2 points maximum)

06 points: Interview Score

57 points: Total Points Possible

- Grade Point Average: GPAs earned at an IU campus will be used to calculate GPA (minimum 2.5 GPA is necessary for consideration as a program candidate). For transfer credit, please see an admission or academic advisor to determine which non-IU courses will transfer. Transfer credits may satisfy prerequisite requirements; however, GPA does not transfer.
- GPA in Math and Science: Only IU Math/ Science course work GPAs will be considered (minimum of 2.5 on a 4.0 scale is necessary for possible program admission). For transfer credit, please see an admission or academic advisor to determine which non-IU courses will transfer. Transfer credits may satisfy prerequisite requirements; however, GPA does not transfer.
- All six prerequisites must be taken before entering the program's core courses. If a student is selected to the program and fails to meet all pre-qualifying prerequisites, admission will be rescinded from the program. Students earning a "C" or higher in prerequisite courses taken at IU Kokomo earn two (2) points for each prerequisite course. Students taking and passing prerequisite courses at any other institution will earn one (1) point per course.
- Submission of Job Shadow Observation report and verification (0.5 point each- 1 max). Job Shadow forms can be delivered to Hunt Hall, Room SM-106 during the week (Monday through Friday) from 8:00 a.m. to 5:00 p.m. Re-applying? Re-applicants are required to resubmit the Radiography Application and Job Shadowing Form.
- Interview with the Program's Admission Committee. Failure to attend the interview, without medical documentation, may disqualify the applicant for admission during that admission year.
- Credit hours completed at university/college at grade "C" or higher

In the event of a tie, the candidate with the greatest number of courses taken at IUK, at a grade of "C" or above will be given preference.

As part of the application process, the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check. Students who have a criminal history that precludes clinical placement may not be eligible for admission.

Curriculum and Degree Requirements

To graduate with an Associate of Science degree in Radiography, the student must:

- Successfully complete all prerequisites with a grade of "C" or above
- Complete all courses in Radiography core curriculum with a grade of "C" or above
- Complete all clinical requirements and competencies
- Meet attendance requirements
- Satisfy all financial obligations to the University including returning dosimeter badge
- Have a minimum of a 2.0 Cumulative GPA for all attempted courses
- The Program Director will determine final graduation status

Progression

Progression to the next level of didactic and clinical courses is contingent upon successful completion of the previous semester's general education, didactic, and clinical courses.

Continuation in the Program

The internal grade point average (radiography GPA) must be at least 2.0 to enter each semester of the program.

Health Insurance

Students are required to have health insurance once admitted to the major and should carry their card with them during each clinical course. Should an incident necessitating student treatment occur while in the clinical setting, associated costs will be the responsibility of the student and billed to the student's insurance provider. Failure to maintain health insurance is grounds for dismissal from the program.

Health Requirements

All radiologic sciences students must provide evidence of compliance with health and safety requirements (immunizations, drug and TB testing, physical examination, background check, CPR, and orientation requirements). Failure to adhere to the policy as posted in the Student Handbook may lead to serious consequences, up to and including course failure and program dismissal. Requirements are subject to change at the discretion of healthcare agencies. Evidence of student compliance with each of the requirements will be provided to the clinical agency upon request. Notification of requirement changes will be forwarded as soon as they are communicated to the school. Submission of this documentation is a requirement of the healthcare agencies. Failure to submit the documentation will result in non-placement for clinical courses, and thus prohibit the student from progressing in the radiography major.

Dress Code

While in clinical and laboratory experiences, radiography students are expected to wear professional attire and the approved photo identification badge in compliance with the Radiography Student Handbook. Students who are not appropriately attired may be asked to leave the clinical area by their instructor. Radiography students admitted to the major are required to purchase solid royal blue scrubs. This uniform is to only be worn when the student is in clinical or laboratory experiences or other activities in which the student is representing the School of Nursing and Allied Health Professions. While in uniform, students are expected to behave in a professional manner.

Credentialing Eligibility Requirements

All degree requirements must be met before qualified faculty can verify the graduate's national certification application.

IUK Associate of Science Degree in Radiography Core Courses

Core Courses - 57 Credits

- AHLT-R 100 Orientation to Radiologic Technology (2 cr.)
- AHLT-R 101 Radiographic Procedures I (4 cr.)
- AHLT-R 102 Principles of Radiography I (3 cr.)
- AHLT-R 181 Clinical Experience I (4 cr.)
- AHLT-R 182 Clinical Experience II (3 cr.)
- AHLT-R 200 Pathology (2 cr.)
- AHLT-R 201 Radiographic Procedures II (4 cr.)
- AHLT-R 202 Principles in Radiography II (3 cr.)
- AHLT-R 205 Radiographic Procedures III (4 cr.)
- AHLT-R 207 Seminar in Radiography (3 cr.)
- AHLT-R 208 Topics in Radiography (2 cr.)
- AHLT-R 222 Principles of Radiography III (3 cr.)
- AHLT-R 250 Physics Applied to Radiography (3 cr.)
- AHLT-R 260 Radiobiology and Protection (3 cr.)
- AHLT-R 281 Clinical Experience III (3 cr.)
- AHLT-R 282 Clinical Experience IV (3 cr.)
- AHLT-R 283 Clinical Experience V (4 cr.)
- AHLT-R 290 Comprehensive Experience VI (4 cr.)

Bachelor of Science in Medical Imaging Technology (MIT)

The medical imaging technologist is a skilled radiographer qualified to provide diagnostic imaging services in advanced modalities. Effective medical imaging technologists utilize principles of patient care, imaging safety, and physics to obtain diagnostic images.

The IU Kokomo B.S. MIT degree offers clinical concentrations in the fields of computed tomography (CT), echocardiography (ECHO), mammography with Breast Ultrasound (M), magnetic resonance imaging (MR), sonography (S) and a non-clinical concentration in PACS/Radiology Management. Students must choose a concentration of focus to complete this degree. Students enrolled in the IUK B.S. MIT degree with a clinical concentration are required to attend full-time. Students in a non-clinical concentration can attend less than full-time. Each concentration curriculum is tailored to meet the

requirements set by the credentialing bodies, professional societies, and needs of the field.

Graduates earning a Bachelor of Science Medical Imaging Technology degree are eligible to take certification examinations from credentialing bodies such as the ARRT, ARDMS, ABMRS, PARCA, and MRSO, depending on their major area of concentration. The graduates' transcripts will identify the chosen concentration for eligibility to apply for national certification examinations. The graduate will earn 34 to 35 credit hours depending on the concentration. IU Kokomo offers ARRT primary pathway opportunities for MRI and Sonography. The IUK MIT program has been granted structured education credit for CT and Mammography students to qualify for the certification examination. Additional to the ARRT sonography exam, sonography students are eligible to take the ARDMS physics and general abdomen examinations.

Special Credit Hours

Students with both a primary and post-primary certification (i.e., Radiography and CT) are eligible for up to 12 special credit hours. Special credit hours cannot be used toward the 30 in-residence IU hours.

Degree Requirements

To graduate with the B.S. Medical Imaging Technology degree, students must:

- Complete a total of 120 semester credit hours at a grade of C (2.0) or above in general education, MIT prerequisite courses, and MIT core courses
- Complete all clinical requirements and competencies.
- Satisfy all financial obligations to Indiana University.
- Completed 50-professional development points.

Credentialing Eligibility Requirements

All degree requirements must be met before qualified faculty can verify the graduate's national certification application.

IUK Medical Imaging Technology Program Outcomes

- To provide medical imaging technology students the opportunity to enhance their knowledge and skills needed for an entry-level position in an advanced imaging modality.
- To provide medical imaging technology students the opportunity to demonstrate professionalism.
- To provide medical imaging technology students with opportunities to critically think through problems.
- To provide medical imaging technology students the opportunity to effectively communicate as future healthcare leaders.

IUK MIT Program Eligibility Requirements

The IUK MIT program has limited enrollment based on clinical sites willing to host students. Applications to the program and/or completion of the general education and program prerequisite course do not guarantee admission into the professional portion of the program.

Students with a medical imaging background such as radiography, nuclear medicine, radiation therapy, etc., to be eligible for admission to the IUK MIT program, must:

1. Have completed or will complete an accredited A.S. Radiography program.
2. Have taken or be eligible to take the ARRT radiography national certification examination.
3. Have completed or will complete a minimum of 90 credit hours, including program prerequisite courses.

Students with an allied health occupation such as medical assistant, occupational therapy assistant, etc to be eligible for admission to the IUK MIT program in the concentrations of MRI or Ultrasound must:

1. Obtain an associate or bachelor's degree from a regionally accredited allied health education program that is patient-care related.
2. The allied health program must have had a minimum of 120 (3 cr.) direct contact clinical hours built in the program. Additionally, the university transcript must clearly state a clinical practicum component (internship/externship).

IUK MIT Program Application Process

Students must apply by December 1st of the year prior to beginning the program

1. Apply and be accepted to Indiana University Kokomo
2. Meet with an IU Kokomo academic advisor prior to submitting the online application.
3. Submit a Medical Imaging Technology Application using the online form found on the website. The application will require the following information:
 1. General information: name, address, phone number, email, etc.
 2. Prepare a Word Document- Questionnaire
 - Describe your reasons for pursuing the chosen modality
 - How will this degree help you contribute to the profession?
 - Describe your strengths and weaknesses.
 - How will you overcome your weaknesses to successfully complete an accelerated program?
 3. Prepare a Word Document – Resume
 - Previous Education. List all universities/ colleges that courses were taken at, even one or two classes. Include the semester/ year.
 - Previous healthcare-related experiences.
 - Professional activities for which you participated.

Medical Imaging Technology Core Courses - Total Program 30 credit hours

- AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) or
- AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)
- AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.)

- AHLT-R 409 Senior Project in Medical Imaging (3 cr.)
- AHLT-R 411 Orientation to Medical Imaging Technology (2 cr.)
- AHLT-R 472 Multiplanar Anatomy and Pathology I (3 cr.)
- AHLT-R 473 Multiplanar Anatomy and Pathology 2 (3 cr.)
- AHLT-R 485 Clinical Practicum: Variable Topics (4 cr.)
- AHLT-R 490 Independent Study in Medical Imaging Technology (1-6 cr.)
- AHLT-R 493 Ultrasound Physics & Instrumentation (3 cr.)

Clinical Practicum Courses - per the students chosen modality

- AHLT-R 481 Clinical Practicum: Vascular Imaging (12 cr.)
- AHLT-R 482 Clinical Practicum: Computed Tomography (12 cr.)
- AHLT-R 483 Clinical Practicum: Magnetic Resonance (12 cr.)
- AHLT-R 484 Clinical Practicum: Ultrasound Imaging (12 cr.)
- AHLT-R 486 Clinical Practicum: Mammography/ Breast Ultrasound (12 cr.)
- AHLT-R 487 Clinical Practicum: Echocardiography (12 cr.)

Note: PACS/Radiology Management students will complete 12 credit hours of qualified electives. Students in this concentration should meet with their academic advisor for curriculum planning.

Bachelor of Science in Rehabilitation Science - Occupational Therapy Assistant Track

The Bachelor of Science in Rehabilitation Sciences Occupational Therapy Assistant (OTA) track is a degree that will lead to direct employment of undergraduates into a rehabilitation career and will serve as an excellent base for graduate study in career fields such as Athletic Training, Occupational Therapy, or Physical Therapy. The OTA program will combine classroom, laboratory, simulation, and fieldwork experiences to enable students to establish general entry-level skills to enter the profession. Students will also complete a capstone project focused on their own interests in one of the following areas: clinical practice skills, leadership and administration, and education.

In the OTA track, graduates will be educated and prepared to serve as licensed practitioners who work under the direction of a licensed occupational therapist. Graduates of the OTA program will be prepared to be evidence-based practitioners, advocates, and leaders in the profession, the interdisciplinary healthcare team, and within the community. The Occupational Therapy Assistant Track of the Bachelor of Science in Rehabilitation Sciences will enable graduates to be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National for Certification in Occupational Therapy (NBCOT). After successful completion of this exam,

the individual will be a Certified Occupational Therapy Assistant (COTA).

Accreditation

The baccalaureate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all 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.

- Students must complete 16 weeks of Level II fieldwork as well as a baccalaureate project within 18 months following the completion of the didactic portion of the program.

Scholarships and Financial Aid

Pre-OTA and OTA students are eligible for scholarships and financial aid offered to IU Kokomo students. Information may be found in the "Scholarships and Financial Aid" section of this bulletin. Information can also be obtained by contacting the Office of Financial Aid and Scholarships in the Kelley Student Center.

Health Insurance

Students are required to have health insurance once admitted to the major and should carry their card with them during fieldwork rotations. Should an incident necessitating student treatment occur while in a fieldwork placement, associated costs will be the responsibility of the student and billed to the student's insurance. Failure to maintain health insurance requirements may result in dismissal from the program.

Health and Safety Requirements

All students admitted to the OTA program must provide evidence of compliance with health and safety requirements (immunizations, drug and TB testing, physical examination, background check, CPR, and orientation requirements). Failure to adhere to the policy as stated in the student handbook may lead to serious consequences, including course failure or program dismissal. Requirements are subject to change at the discretion of fieldwork and capstone sites. Evidence of student compliance with each of the requirements will be provided to the site upon request. Notification of requirement changes will be forwarded as soon as they are communicated to the program. Submission of this documentation is a requirement of the fieldwork and capstone sites. Failure to submit additional documentation as required may result in a non-placement for fieldwork

and/or capstone, thus prohibiting the student from successfully completing the required components of the program.

Lecture Attendance Policy:

The OTA program faculty recognizes that there is a correlation between student attendance and success in the academic program. Any class sessions missed by students diminishes the opportunity for learning and may affect meeting program learning outcomes.

Excused absences are defined as a documented excused absence from an appropriate source, i.e., health care provider, obituary, police report, court document, military papers, or the student is an active participant in an IU Kokomo school athletic event. Excused absences should be communicated in advance with the instructor. In the event of an emergency or illness, these should be communicated within 24 hours. Exceptions may apply in the event of serious illness or injury.

Unexcused absences are defined as but not limited to car issues/flat tire, employment issues, oversleeping, or any illness without a note from a health care provider. Excessive tardiness to class may also be deemed as an unexcused absence.

Students missing 20% or more of any lecture will receive a 10% grade deduction.

Lab Attendance Policy:

The OTA faculty recognizes that the laboratory component of didactic course work allows for learning and application of clinical skills. As such, lab sections missed by students significantly diminish their opportunity for learning and applying practice skills utilized in practice, as well as may affect their ability to successfully pass labs and meet program learning outcomes. Students are expected to attend all labs.

Students must communicate with instructors prior to an excused absence from labs to ensure that students can appropriately arrange to makeup missed content from lab. However, not all lab content is able to be made-up in the event of an absence, such as lab competencies, simulations, or specialty labs (guest lecturer, off-site lab, etc.), faculty reserve the right to not excuse a non-emergent absence, such as an athletic event, as these lab components are vital and not easily made-up. Communication with your instructor and/or lab instructor to determine if the lab can be made-up prior to the absence is imperative.

Students with an unexcused absence for a lab component will not be allowed to makeup missed any lab components. An unexcused absence from a lab competency will automatically result in a failure for the initial attempt and may remediate the lab competency with a 10% grade deduction for the competency.

Fieldwork Attendance Policy:

Students are expected to adhere to the schedule as set by the fieldwork site to ensure successful completion of Fieldwork I and Fieldwork II components of the curriculum. Any absence from a fieldwork experience must be approved by the Academic Fieldwork Coordinator and Fieldwork Educator. Unexcused absences may result in the failure of a fieldwork experience. Students may

be required to make up missed time on a fieldwork experience as deemed appropriate by the Academic Fieldwork Coordinator and Fieldwork Educator.

Capstone Attendance Policy:

Due to the collaborative nature of the capstone project, students will be working with community partners and/or faculty members to successfully complete their project. As such, students are expected to adhere to the attendance expectations set by their site and/or faculty mentor. Any absences must be communicated in advance and will require the approval of the mentor(s) and Program Director to ensure successful completion of the capstone project. Unexcused absences may result in the failure of a capstone experience. Students will be required to make up missed time for the capstone experience in order to meet the mandatory 128 hours.

Dress Code

As representatives of the IU Kokomo and SNAHP OTA program, students are expected to present themselves in a manner that demonstrates respect for the profession, the client/consumer of services, other students and professionals, faculty, staff, and campus at large. Students in the program are required to dress in a manner that reflects this expectation. Students admitted to the OTA program will be expected to purchase polo dress shirts bearing the program logo through the IUK bookstore. This polo is to only be worn when representing the OTA program in community-based projects, fieldwork, capstone, and other experiences as identified by faculty.

Each fieldwork or capstone site may have its own specific policies regarding acceptable dress code for students. Students are expected to abide by the site's policies throughout the fieldwork or capstone experience. It is the student's responsibility to clarify these expectations PRIOR to the start of their experience. If the site does not have a policy, students will be expected to wear their OTA Program polo shirt, khaki pants or dress slacks, and appropriate close-toed shoes. While in uniform students are expected to behave in a professional manner. Further dress code expectations can be found in the student handbook.

Eligibility for Licensure

Graduates must graduate from an accredited program to be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based upon 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. To see the program's current accreditation status, please refer to <https://www.iuk.edu/ota>.

*Students must complete the 16 weeks of Level II fieldwork as well as the baccalaureate project within 18 months following the completion of the didactic portion of the program.

Sex Offenders Screening Policy

The Indiana Sex Offenders Registry is reviewed every semester for all enrolled students. Any student enrolled in the OTA program who has been convicted of a sex offense against children shall be dismissed from the program. Any student already admitted to the program whose name appears on the Registry during the time of enrollment in the OTA program shall be ineligible for continuation and completion of the program.

Degree Requirements

Prospective students should study the requirements for admission to the OTA program, the specific curriculum

requirements, recommended course sequence, and prerequisites required for admission to the program. Students must complete the general education core and prerequisite courses prior to starting the program. Students are responsible for meeting the degree requirements and submitting an application to the program by the established deadline. Details on the application process can be located on the program website. Enrollment in the OTA program is limited to IU Kokomo students admitted to the program. Exceptions/transfers will be considered by school administration on a case-by-case basis to ensure that prerequisites and general education core course requirements are met. Your advisor will apply relevant transfer credits to your planning sheet as you prepare to apply to the program.

*Required prerequisite coursework may be completed at Indiana University or transferred from another college or university. If transfer credit, the student may not apply until this credit is evaluated and accepted by Indiana University.

Semester 1 Courses: Pre-Occupational Therapy Assistant (15 hours)

- AHLT-R 185 Medical Terminology (or HIM-M 195) (2 cr.)
- ENG-W 131 Reading, Writing, Inquiry (3 cr.)
- HSS-A 101 Freshman Seminar (1 cr.)
- HSCI-H 212 Intro to Exercise Science* (3 cr.)
- PSY-P 103 General Psychology* (3 cr.)
- Humanistic & Artistic Ways of Knowing Elective (3 cr.)

Semester 2 Courses: Pre-Occupational Therapy Assistant (15-17 hours)

- ANAT-A 215 Basic Human Anatomy* (5 cr.)
- HPER-E Elective (1 cr.)
- MATH-M 118 Finite Math/ 125 Pre-Calculus/ 215 Calculus * (3-5 cr.)
- SOC-S 100 Introduction to Sociology* (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

Semester 3 Courses: Pre-Occupational Therapy Assistant (16 hours)

- HSCI-H 2014 Motor Development* (3 cr.)
- PHSL-P 215 Physiology* (5 cr.)
- PSY-P 216 Lifespan Developmental Psychology* (3 cr.)
- Humanistic and Artistic Ways of Knowing Elective (3 cr.)

- Elective (2 cr.)

Semester 4 Courses: Pre-Occupational Therapy Assistant (16 hours)

- AHLT-H 322 Statistics/ SOC-S 355 Statistics for Social and Health Professionals/ PSY-K 300 Statistical Techniques * (3 cr.)
- CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences* (3 cr.)
- CHEM-C 129 Chemistry Laboratory for Health and Nursing Sciences* (2 cr.)
- HSCI-H 391 Biomechanics* (3 cr.)
- PSY-P 324 Abnormal Psychology* (3 cr.)
- Elective (2 cr.)

Semester 5 Courses: Occupational Therapy Assistant (16 hours)

- OCTH-K 320 Introduction to Occupational Therapy (3 cr.)
- OCTH-K 341 Therapeutic Intervention I: Fundamentals of OT Practice (3 cr.)
- OCTH-K 350 Health and Wellness for Individuals and Populations (3 cr.)
- OCTH-K 355 Applied Kinesiology for Occupational Therapy Assistants (3 cr.)
- OCTH-K 365 Evidence-Based Practice for Occupational Therapy Assistants (3 cr.)
- OCTH-K 381 Level IA OTA Fieldwork and Seminar (1 cr.)

Semester 6 Courses: Occupational Therapy Assistant (13 hours)

- OCTH-K 331 Documentation and Professional Communication in Healthcare (3 cr.)
- OCTH-K 342 Therapeutic Intervention II: Group Processes and Therapeutic Use of Self (2 cr.)
- OCTH-K 360 Mental and Behavioral Health Practice for Occupational Therapy Assistants (3 cr.)
- OCTH-K 371 Occupational Performance of Infants and Children (4 cr.)
- OCTH-K 382 Level IB OTA Fieldwork and Seminar (1 cr.)

Semester 7 Courses: Occupational Therapy Assistant (16 hours)

- OCTH-K 432 Management, Leadership, and Advocacy for Occupational Therapy Assistants (3 cr.)
- OCTH-K 443 Therapeutic Intervention III: Orthotics, Prosthetics, & Physical Agent Modalities (3 cr.)
- OCTH-K 465 Occupational Therapy Assistant Capstone I (1 cr.)
- OCTH-K 472 Occupational Performance of Adolescents and Adults (4 cr.)
- OCTH-K 483 Level IIA Applied Fieldwork (5 cr.)

Semester 8 Courses: Occupational Therapy Assistant (13 hours)

- OCTH-K 466 Occupational Therapy Assistant Capstone II (2 cr.)
- OCTH-K 473 Occupational Performance of Older Adults (4 cr.)
- OCTH-K 484 Level IIB Applied Fieldwork (5 cr.)

- OCTH-K 490 Specialty Considerations in Practice for Occupational Therapy Assistants (2 cr.)

Admission & Eligibility Requirements

The OTA program will admit one cohort every fall semester, with the application cycle open in the spring. Information regarding the application cycle and application can be located on the program website <https://www.iuk.edu/ota>.

Students must meet the following eligibility criteria for application to the OTA program of the BSRS degree:

1. Be admitted to Indiana University Kokomo as a degree-seeking student and submit official transcripts from other universities attended.
2. Have a minimum cumulative GPA of 2.5
3. Have a minimum GPA of 2.7 in the pre-requisite courses for the OTA program (denoted by *).
4. All pre-requisite coursework must have a minimum grade of C or higher.
5. Matriculation to the program will be contingent upon successful completion of any outstanding pre-requisite courses in the spring semester prior to beginning the program.

Additional rules for admission include:

1. All prerequisites must be completed **before** you begin the program as denoted by the asterisks.
2. Prerequisite courses older than 7 years must be retaken. An exception to this rule may be granted by the Program Director in special circumstances (e.g., the applicant's overall degree/coursework, background, or experience provides a reasonable fund of knowledge).
3. Students who have been dismissed from another occupational therapy program are not eligible for admission.
4. Students must have a Social Security Number at the time of application to meet fieldwork requirements.
5. Students must be at least 18 years of age at the time of admission (due to clinical placement requirements).

As part of the application process, the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check. Students who have a criminal history that precludes clinical placement will not be eligible for admission.

Applicants will be considered and ranked based upon a points system. Points will be assigned based upon:

1. Cumulative GPA
2. Pre-requisite GPA
3. Scores from two short essay questions
4. Interview with faculty

Progression in the Program

1. Due to the progressive nature of the program, students will not be allowed to progress in the program with a grade of C or below. Students will be required to repeat the course upon the next offering of the course before being allowed to continue in the program.

2. Failure (C or below) of the same or a different course in the OTA program will result in dismissal from the program.
3. Students may only have a total of two withdrawals during the entire OTA program. A student may only withdraw once from a course. These withdrawals include those with or without an instructor's signature. If a student attempts a third withdrawal from an OTA course, he/she will be dismissed from the OTA program.
4. For students who fail or drop an OCHT class, reentry to or continuation in the OTA Program is dependent on space availability and requires permission from the Program Director.
5. Students are responsible to take any additional electives needed to complete the 120 credit hours required to graduate from the IU Kokomo OTA program.

Medical Imaging Technology (online collaborative)

The IU Online Collaborative Bachelor of Science in Medical Imaging Technology (MIT) is geared toward working professionals who are already certified in a medical imaging-related field. Complement your technical certification and learn to communicate effectively, think critically, and apply problem-solving skills in the healthcare environment so that you can pursue opportunities in healthcare leadership roles, healthcare education, research, and graduate school. If you are not eligible for the BS in Medical Imaging Technology, we invite you to explore options such as our BS in Applied Health Science or BS in Health Sciences.

As a BS in Medical Imaging Technology student, you will gain knowledge and skills in medical imaging technology principles and procedures, anatomy and pathology, and research practices. The program complements your technical certification and prepares you to communicate effectively, think critically, and apply problem-solving skills in the healthcare environment so that you can pursue opportunities in healthcare leadership roles, healthcare education, research, and graduate school.

The program may be completed on a full- or part-time basis.

This 100 percent online, consortial program is taught by IUPUI, IU Kokomo, IU Northwest, and IU South Bend. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

Students must complete a total of 120 credit hours composed of general education, college/school requirements (if applicable) and MIT requirements.

1. General education and college/school requirements according to their campus of residence. Must pass all courses with a letter grade of "C" or better.

2. College or school requirements according to their campus of residence

3. Imaging (6 cr.)

Complete one of the following sequence of courses:

- AHLT-R 405 Advanced Diagnostics Imaging I#(3 cr.) **and**
 - AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)
- RADS-R 405 Adv Diagnostic Imaging I (3 cr.) **and**
 - RADS-R 406 Adv Diagnostic Imaging II (3 cr.)
- RAD-R 451 Medical Imaging Theory I#(3 cr.) **and**
 - RAD-R 453 Medical Imaging Theory II (3 cr.)

4. Multiplanar Anatomy and Pathology (6 cr.)

Complete one of the following sequence of courses:

- AHLT-R 472 Multiplanar Anatomy and Pathology I#(3 cr.) **and**
 - AHLT-R 473 Multiplanar Anatomy and Pathology II (3 cr.)
- RAD-R 472 Multiplanar Anatomy and Pathology I#(3 cr.) **and**
 - RADS-R 473 Multiplanar Anatomy and Pathology II#(3 cr.)
- RADS-R 472 Multiplanar Anatomy and Pathology I (3 cr.) **and**
 - RAD-R 473 Multiplanar Anatomy and Pathology II#(3 cr.)

5. Research (6 cr.)

Complete one of the following combinations of courses:

- AHLT-R 409 Project in Medical Imaging#(3 cr.) **and**
 - HSC-W 314 Ethics in Health Professionals (3 cr.)
- AHLT-R 409 Project in Medical Imaging#(3 cr.) **and**
 - PAHM-W 314 Ethics in Health Professionals#(3 cr.)
- RAD-R 456 Medical Imaging Technology Project I#(3 cr.) **and**
 - RAD-R 457 Medical Imaging Technology Project II#(3 cr.)
- RADS-R 403 Advanced Topics in Medical Imaging Technology#(3 cr.) **and**
 - RADS-R 409 Project in Medical Imaging Technology (3 cr.)

6. Professional Advancement in MIT (12 cr.)*

Complete all of the following:

- AHLT-R 413 Introduction to Imaging Technology Leadership (3 cr.)
- AHLT-R 416 Trends in Medical Imaging Technology I (3 cr.)
- RAD-R 418 The Teaching Technologist: Clinical Instruction (3 cr.)
- RADS-R 402 Medical Imaging Informatics (3 cr.)

*eSpecial Credit may take the place of Professional Advancement courses for students holding additional credentials. Program Director can evaluate additional transfers should a student request permission.

- AHLT-R 431 Second Certification (Professional Credential) (1-12 credits)

- RADI-R 431 Second Certification (Professional Credential) (1-12 credits)

Medical Coding Technology Certificate

Students may complete this program entirely at Kokomo.

Regulations that govern the payment of health service claims issued by various government entities, and also by third-party agencies, have created a sharp growth in the demand for qualified medical coders. Although most medical coding positions, at present, do not require associate or bachelor's degrees in health information, this growth career field does require specialized training in areas that are related to insurance and health care in general. The Medical Coding Technology Certificate program has been developed to meet the need for quality education for individuals interested in pursuing this field. It combines an understanding of medical terminology and the disease process with ICD-10-CM and CPT medical coding principles and guidelines. This certificate may be of interest to anyone in a health professions or nursing programs.

Medical Coding Certificate Program Learning Outcomes

Define healthcare organizations including stakeholders, policies, regulations, communication standards, classification, clinical vocabularies, and terminologies.

Adhere to security and compliance requirements to protect healthcare information throughout the health information life cycle.

Demonstrate an understanding of technology, processes, and data acquisition processing, protection, and validation strategies.

Determine diagnosis and procedure codes accurately while evaluating revenue cycle processes and compliance with regulatory and reimbursement methodologies.

Demonstrate an understanding of legal processes, compliance, policy, and risk management related to the impact on health information and its management.

Engages in leadership skill development to effectively engage in teamwork within interdisciplinary and professional teams, including conflict resolution, consensus building, and communication.

Certificate Requirements – 24 credit hours

- ANAT-A 215 Basic Human Anatomy with Lab (5 cr.)
- PHSL-P 215 Basic Human Physiology with Lab (5 cr.)
- AHLT-M 101 Introduction to Health Records (3 cr.) Offered in the fall
- AHLT-R 185 Medical Terminology (2 cr.) Offered in the fall and spring
- AHLT-M 190 Medical Coding I (3 cr.) Offered in the fall
- AHLT-M 191 Medical Coding II (3 cr.) Offered in the spring
- AHLT-M 192 Introduction to HIM and Reimbursement (3 cr.) Offered in the spring
- AHLT M 285 Internship in Medical Coding (1-6 credits)*

*Internship is **optional** after all curriculum course work has been completed with a grade of "C" or higher.

Students do not have to have an internship to complete the certificate or to be eligible for a medical coding testing certificate. Students must earn at least 15 of the 24 of the credits for this certificate at IU Kokomo. All required course work must be completed with a "C" or higher grade. All medical coding courses are available on-line with limited availability face-to-face.

Undergraduate Courses

Following are undergraduate courses, listed by major, then in alphanumeric order.

The university reserves the right to cancel courses for insufficient enrollment.

P = prerequisite R = recommended C = co-requisite

Nursing Courses Graduate

RN to BSN Track TSAP with Ivy Tech Community College

Semester 1

- ENG-W 132 (3 cr.)
- NURS-B 304 (3 cr.)
- NURS-B 331 (3 cr.)
- NURS-B 404 (3 cr.)
- Nursing elective from approved list (3 cr.)

Total 15 credits

Semester 2

- NURS-H 355 Data Analysis in Clinical Practice and Health Care Research partially meets Quantitative Literacy/Reasoning general education requirement (3 cr.)
- NURS-H 365 (3 cr.)
- NURS-S 474 (3 cr.)
- NURS-S 487 (3 cr.)

Total 12 credits

Semester 3

- NURS-R 470 (3 cr.)
- NURS-S 475 (3 cr.)
- Nursing elective from approved list (3 cr.)

Total 9 credits

In order to complete the Hybrid-Pod option in 12 months (3 consecutive semesters including summer) students must complete all nursing courses in the prescribed order at the cohort location where they were accepted.

Hybrid-Pod RN to BSN (Students are accepted into campus or off-campus cohort) Off-campus sites rotate—see website for details: [R.N. to B.S.N.](#) On-line RN to BSN sequence may vary but must begin with NURS-B331 and end with NURS-R 470—see website for details: [R.N. to B.S.N.](#)

HYBRID-POD Admission Requirements:

- Be admitted to IU Kokomo
- Have active IU Kokomo email
- Have a cumulative GPA of 2.5 or higher in pre-licensure nursing program
- Provide documentation of unencumbered RN License with the State of Indiana
- Complete and submit the Nursing RN-BSN application by:
 - July 1st for a fall start or November 1st for a spring start
 - Graduate from a regionally accredited school (such as HLC, etc.)

Online RN-BSN Admission Requirements:

- Be admitted to IU Kokomo
- Have active IU Kokomo email
- Have a cumulative GPA of 2.5 or higher in pre-licensure nursing program
- Provide documentation of unencumbered RN License
 - (Practice state or state where practicum will occur)
- Graduate from a regionally accredited school (such as HLC, etc.)

Policies:

- Student must earn a C (2.0) or above in each general education course.
- Student must earn a C (2.0) or above in each nursing course - two failures of the same or a different course in the Nursing Major will result in dismissal from the Nursing Program.
- General education courses must be completed prior to starting the online offering and prior to or concurrently with Nursing Semester 3 in the HYBRID-POD offering.

Bulletins**Master of Science in Nursing - Administration**

The MSN Nursing Administration track is a 42-credit hour track with 525 practicum hours in which students complete core courses relevant to all advance practice roles, and a rigorous education in current leadership and administration skills. The Nursing Administration track is dedicated to developing leadership skills for

leading in the evolving healthcare environment. Focused experiential learning includes mastering skills such as Lean-Six Sigma, cost-benefit analysis, developing a business plan, problem-solving, and reimagining patient care environments.

Admission Requirements:

1. Graduate from an accredited baccalaureate degree program in nursing.
2. Minimum undergraduate GPA of 3.0 on a 4.0
3. Valid, unencumbered RN license in the state where practicum will be completed. International students

must meet the practice or licensing requirements in their country of origin.

4. Recent, relevant RN experience is
5. Completion of a 3 -credit (16-week semester) undergraduate (300 or 400 level) or higher statistics course with a C or higher grade by the application
6. Submit an official college transcript (degree granting and graduate courses if applicable).
7. Submit a Personal Statement Essay on the following questions; (Maximum of 500 words for each question.(A) Identify your academic goals, career objectives, why you are applying to this program and the qualifications you have that make you a strong candidate for admission.(B) What experiences (as it relates to clinical, leadership, or research in nursing) do you feel have prepared you for master's education?(C) Describe significant life experiences that have contributed to your development, such as honors, activities, and accomplishments that make you a unique applicant. Be sure to include cross-cultural experiences, travel, hobbies, etc. that might influence your contributions to advanced practice nursing.**NOTE:** All students contribute to creating a diverse and inclusive environment when diversity is broadly defined. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of Indiana University Kokomo and the nursing profession. The concept of diversity includes the following dimensions: race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, and religious beliefs.)
8. Curriculum Vitale (CV)/Resume.
9. Pay application fee.

MSN Shared Coursework (24 credits):

- NURS-D 615 Performance Improvement & Patient Health Services (3 cr.)
- NURS-I 630 Introduction to Nursing Informatics (3)
- NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)
- NURS-P 505 Population Health (4)
- NURS-R 500 Nursing Research (3)
- NURS-R 505 Measurement and Data Analysis (3)
- NURS-R 590 Scholarly Project (1)
- NURS-Y 510 Advance Practice Concepts (4)

Administration Track specific courses (18 credits):

- NURS-L 530 Legal Environment of Health Care (3)
- NURS-L 574 Administrative Management in Nursing (3 cr.)
- NURS-L 579 Nursing Administration Practicum (3)
- NURS-L 671 Financial Management (3)
- NURS-N 610 Advanced Healthcare Quality and Safety Concepts (4 cr.)
- NURS-N 611 Advanced Healthcare Leadership Concepts (2 cr.)

School of Sciences

Dean: Christian Chauret

Associate Dean: Patrick Motl

Professors: Awny Alnusair, Christian Chauret, Michael Finkler, Kasem Kasem, Patrick Mott

Associate Professors: Ghadah Alshuwaiyer, Angela Coppola, Mohammad Hossain, Hong Liu, Hisako Masuda, Lina Rifai, Terrance Sullivan, Amelia Tebbe

Assistant Professors: Lalatendu Acharya, Christopher Caruvana, Md Nour Hossain, Yang Liu, Aakif Mairaj

Teaching Professor: Leda Casey

Senior Lecturers: Ashley Duffitt, Diane Hampshire, Deborah Jaworski, Linda Krause, Kim Mossburg, Peter Tupa

Lecturers: James Carter, Mahdokht (Jasmine) Jalaie, Brandon Wysong

Laboratory Supervisors: Sara Deyo, Nick Church

Laboratory Instructor: Nicole Houston

Mission

The mission of the School of Sciences is to provide student-centered learning in pure and applied sciences through effective teaching, service, and experiential learning opportunities. The School of Sciences is dedicated to preparing students with problem-solving, critical thinking, and scientific literacy skills required to pursue meaningful careers, further education, or meet general education and program requirements in other majors. Students graduating from the School of Sciences will be lifelong learners with the ability to make positive contributions in their communities through evidence-based practices and scientifically grounded knowledge.

Degrees

Courses in the School of Sciences can be taken in various areas: natural sciences, mathematics, computer science, health sciences, and informatics. The general studies program is also housed in the School of Sciences. Course descriptions and specific degree requirements for each area follow after a general discussion of curricula and degrees.

The School of Sciences offers several Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees, as well as Bachelor of General Studies degree. These degrees are four-year undergraduate degrees requiring 120 credit hours of coursework. Students wishing a greater emphasis on their major will likely opt to earn a B.S. degree in their discipline. The B.S. degrees follow the campus-wide general education curriculum. On the other hand, students wishing a greater emphasis on courses outside the School of Sciences will likely opt to earn a B.A. degree in their selected discipline. The B.A. degrees follow the general education requirements established by the School of Humanities and Social Sciences and the School of Sciences, which has a stronger emphasis on the social sciences and humanities than the campus-wide general education curriculum. However, it also meets the campus-wide general education curriculum. The specific general education requirements for the Bachelor of Arts degrees differ from those required for Bachelor of Science degrees. Thus, students must work closely with an academic advisor to ensure that the appropriate general education courses are taken along with the courses required for their major. The Bachelor of General Studies degree offers a flexible program that consists of a core of arts and sciences courses and a wide range of electives. The BGS degree follows the campus-wide general education curriculum.

In addition to the bachelor's degrees, the School of Sciences offers minors in biology, chemistry, coaching, computer sciences, environmental and earth sciences, health education and promotion, informatics, mathematics, nutritional science, physics, and sustainability. Minors in areas from different Schools or units on campus can also be completed. Please consult an advisor for additional information. The School of Sciences also offers collaborative online graduate certificates and Master of Arts for Teachers (MAT) degrees in biology, chemistry, and mathematics.

The unique nature and flexibility of the School of Sciences programs enable students to tailor their degree selection to focus their studies in a particular field of interest, thus preparing themselves for a specific career or graduate school objective.

Through majors in the School of Sciences, a student may complete all of the pre-professional requirements for medicine, dentistry, chiropractic, veterinary medicine, pharmacy, physician assistant, physical therapy, or optometry in the process of earning a Bachelor's degree at IU Kokomo. See an academic advisor for details.

Additional Information

- Degree Requirements for Bachelor of Arts Degrees
- Degree Requirements for Bachelor of Science Degrees
- General Studies Degree Program

Majors/Minors

Bachelors Degrees

- Bachelor of Arts in Biology
- Bachelor of Arts in Biological and Physical Sciences
- Bachelor of Arts in Chemistry
- Bachelor of Arts in Mathematics
- Bachelor of Science in Biology
- Bachelor of Science in Biological and Physical Sciences (including Earth and Sustainability Sciences track, Pre-Clinical Lab Science, Pre-Cytotechnology, Pre-Nuclear Medicine Technology, and Pre-Radiation Therapy)
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Computer Science
- Bachelor of Science in Health Sciences (including Pre-Dental Hygiene, Pre-Physical Therapy and Pre-Occupational Therapy)
- Bachelor of Science in Informatics
- Bachelor of Science in Mathematics
- Bachelor of General Studies

IU Regional Online Collaborative Degrees

- Bachelor of Science in Computer Science
- Bachelor of Science in Data Science
- Bachelor of Science in Informatics
- Bachelor of Arts in Sustainability Studies

Minors

- Biology
- Coaching
- Chemistry
- Computer Science
- Environmental and Earth Sciences
- Health Education and Promotion

- Informatics
- Mathematics
- Nutritional Science
- Physics
- Science and Technology
- Sustainability

Transfer Single Articulation Pathways

- Biology B.S.
- Chemistry B.S.
- Informatics B.S. with Cognate in Biology
- Informatics B.S. with Cognate in Business
- Informatics B.S. with Cognate in Chemistry
- Informatics B.S. with Cognate in Cognitive Science, Public Administration, or Sociology
- Informatics B.S. with Cognate in Computer Science
- Informatics B.S. with Cognate in Environmental and Earth Sciences
- Informatics B.S. with Cognate in Mathematics

Postbaccalaureate Certificates

- Postbaccalaureate Certificate in Informatics
- Postbaccalaureate Certificate in Mathematics

IU Regional Online Collaborative Graduate Certificates

- Graduate Certificate in Biology
- Graduate Certificate in Chemistry
- Graduate Certificate in Mathematics

IU Regional Online Collaborations for Master of Arts for Teachers degrees in:

- Biology
- Chemistry
- Mathematics

Courses

- Undergraduate
- Graduate

Degree Requirements for Bachelor of Arts Degrees

Students completing a BA degree from the School of Humanities and Social Sciences or the School of Sciences must fulfill all the requirements of the campus-wide General Education program (here). In addition, they must complete these three additional requirements.

1. Foreign Language Proficiency: Students must demonstrate proficiency in a foreign language in one of three ways.
 1. Completion (grade of C or better) of the first semester of the second year of a language sequence (e.g., SPAN-S 203).
 2. Demonstrate proficiency in a foreign language through standardized testing. Students should contact the Department of English and Language Studies for a full list of testing options and required scores.
 3. Completion (grade of C or better) of the second semester of the first year of a language sequence **AND** participation in an approved study abroad program. Students should contact the Department of English and Language Studies for a full list of approved study abroad programs.

2. Historical Perspectives: Students must complete (grade of C or better) one of the following courses:

- HIST-A 307 United States Cultural History
- HIST-B 361 Europe in the Twentieth Century I
- HIST-H 106 American History II
- HIST-H 114 History of Western Civilization II

Students who take HIST-H 106 or HIST-H 114 for the campus-wide General Education program must take a different course from the list above to complete this requirement.

3. Interdisciplinary BA Seminar: Students must complete (grade C or better) one Interdisciplinary BA Seminar, either SSCI-S 410 or HSS-S 410. These courses will vary in theme or topic, but all will meet the following learning outcomes:

- Integrate diverse fields of knowledge upon analyzing local, national, and/or global issues.
- Work collaboratively to develop effective, interdisciplinary approaches to addressing enduring problems.

Bachelor of Arts in Biological and Physical Sciences

The Bachelor of Arts degree in Biological and Physical Sciences centers on a traditional core of courses in the natural sciences. Through academic advising and proper course selection, students may choose a curriculum that is uniquely suited to their specific needs in the biological and physical sciences. Students may follow a very specific curriculum or they may elect to pursue a more general science education. Graduates of the program are prepared to continue their education at the graduate level of certain disciplines or to enter a health-related profession such as occupational therapy or physical therapy. They may also choose to work in environmental and earth sciences or in laboratories.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.)
3. General Education. Students must complete all of the requirements of the campus general education curriculum and of the B.A. general education curriculum.
4. Mathematics. Students must take MATH-K 310 Statistical Techniques and one additional mathematics course (MATH-M 119 (3 cr.) or MATH-M 215 (5 cr.))
5. Natural Sciences. Students must take BIOL-L 121 (5 cr.), BIOL-L 122 (5 cr.), CHEM-C 105/125 (5 cr.), and CHEM—C 106/126 (5 cr.). CHEM-C 128 Problem solving skills in chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C 105. Students must complete at least 20 credit hours at the 300-/400-level and at least 10 credit hours at the 200-level (or above) in courses from the core areas of the natural sciences – biology, chemistry, geology/physical geography, physics, sustainability. At the 200-level, courses must be selected from the following list and

must include at least one lab course (prerequisites must be met):

- BIOL-L 203 Evolution and Diversity of Life (3 cr.)
- CHEM-C 250 Introduction to genomics, proteomics and transcriptomics (3 cr.)
- PHYS-P 201 General Physics I with Lab (5 cr.)
- PHYS-P 202 General Physics II with Lab (5 cr.)

At the 300-/400-level, at least one additional course with a lab (4-5 cr.) must be selected from any of the natural sciences core areas and at least one lab courses at the 300-/400-level must be in-person. Students must take the Interdisciplinary BA Seminar (HSS-S 410) (3 cr.) and one of the following: a research course (3 cr.) or an internship (3 cr.).

6. Students must take CSCI-C 106, Introduction to Computers (3 cr.) or INFO-I 101, Introduction to Informatics (4 cr.). All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.)

7. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.

8. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Bachelor of Arts in Biology

The Bachelor of Arts degree in Biology centers on a traditional core that includes cell biology, genetics, morphology, physiology, plant science, and microbiology. Additional courses in general chemistry, organic chemistry, physics, and mathematics round out the basic program. In addition to their scientific training, students in biology are expected to be able to communicate effectively and to possess an understanding of Western culture and society. Biology B.A. students are exposed to a core of courses in the humanities and social and behavioral sciences, as well as the natural sciences. Graduates of the program are well suited to continue their education at the graduate level, or to enter a health-related profession such as medicine or dentistry. The degree program is structured along tracks to enable students to pursue post-baccalaureate studies. These tracks are biology, pre-medicine, pre-optometry, and pre-dentistry.

Degree Requirements:

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.)
3. General Education. Students must complete all of the requirements of the campus general education curriculum and of the B.A. general education curriculum.
4. Mathematics. Students must take MATH-K 310 Statistical Techniques (3 cr.) and either MATH-M 119 Brief Survey of Calculus (3 cr.) or MATH-M 215 Calculus I (5 cr.).
5. Specific Biology B.A. Degree Requirements - CHEM-C 128 Problem solving skills in chemistry (3 cr.) is required for students who have an ALEKS placement test of 60

or below prior to taking CHEM-C 105. Students must complete:

- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 106 Principles of Chemistry II (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.)
- CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
- PHYS-P 201 General Physics or PHYS-P 221 Physics I (5 cr.)

In addition, students must satisfy the computer literacy requirement by taking CSCI-C 106 Introduction to Computers (3 cr.) or INFO-I 101 Introduction to Informatics (4 cr.). All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.).

6. Biology Courses - A minimum of 30 credit hours in biology at or above the 300-level must be taken with a grade of C- or better in each course. The following biology courses are required:

- BIOL L 121 Biology 1 (5 cr.)
- BIOL-L 122 Biology 2 (5 cr.)
- BIOL-L 203 Evolution and Diversity of Life (3 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.)
- BIOL-L 403 Biology Seminar (3 cr.)
- BIOL-L 473 Ecology (3 cr.)
- BIOL-L 474 Ecology Lab (2 cr.)
- MICR-M 310 Microbiology (3 cr.)
- MICR-M 315 Microbiology Laboratory (2 cr.)
- PHSL-P 416 Comparative Animal Physiology (3 cr.)

Students must also select a minimum of 9 credits from the following courses:

- BIOL-L 321 Human Immunology (3 cr.)
- BIOL-L 329 Biochemistry I: Proteins and Enzymes (5 cr.)
- BIOL-L 336 Evolutionary Medicine (3 cr.)
- BIOL-L 345 Vertebrate Biology
- BIOL-L 367 Cell Physiology (3 cr.)
- BIOL-L 377 Reptiles and Amphibians (3 cr.)
- BIOL-L 379 Ornithology (3 cr.)
- BIOL-L 391 Special Topics in Biology (3 cr.)
- BIOL-L 490 Individual Study (3-6 cr.)
- PHSL-P 418 Comparative Animal Physiology Lab (2 cr.)
- ZOOL-Z 315 Developmental Anatomy (5 cr.)

For other biology electives, consult an advisor or the Dean.

7. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.

8. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Bachelor of Arts in Chemistry

The Bachelor of Arts (B.A.) Degree in Chemistry centers on a traditional core that includes organic, analytical, inorganic and physical chemistry; biochemistry, and mathematics. This degree is perfectly suited for students

planning on going to post-baccalaureate professional schools (graduate school, medical school, dental school, law school, etc.), for those wishing to work in an industrial or governmental laboratory setting, and for students wishing to teach chemistry in middle- and high school. Because good scientists also need to be exposed to other fields of knowledge—to the arts, the social sciences, and humanities, taking general education courses is part of the degree requirements. Students should work closely with an academic advisor to ensure that their curriculum will meet the necessary requirements to facilitate entry into their desired post-baccalaureate program or to reinforce their career goals.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.)
3. General Education. Students must complete all of the requirements of the campus general education curriculum and of the B.A. general education curriculum.
4. Mathematics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 119/120 Brief Survey of Calculus I and II (6 cr.) or MATH-M 215/216 Calculus I and II (10 cr.).
5. Chemistry Courses (all with grades of C- or higher)—CHEM-C 128 Problem solving skills in chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C 105. Students must complete:
 - CHEM-C 105 Principles of Chemistry I (3 cr.)
 - CHEM-C 106 Principles of Chemistry II (3 cr.)
 - CHEM-C 125 Experimental Chemistry I (2 cr.)
 - CHEM-C 126 Experimental Chemistry II (2 cr.)
 - CHEM-C 310 Analytical Chemistry (3 cr.)
 - CHEM-C 311 Analytical Chemistry Laboratory (3 cr.)
 - CHEM-C 341 Organic Chemistry I (3 cr.)
 - CHEM-C 342 Organic Chemistry II (3 cr.)
 - CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
 - CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)
 - CHEM-C 361 Physical Chemistry I (3 cr.)
 - CHEM-C 495 Capstone in Chemistry (3 cr.)
 - 300-/400-level chemistry electives (6 cr.)

In addition, students must take BIOL-L 121 Biology (5 cr.). The list of recommended chemistry electives (minimum 6 cr.) includes:

- CHEM-C 300 Energy and Green Chemistry (3 cr.)
- CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr.)
- CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.)
- CHEM-C 362 Physical Chemistry II (3 cr.)
- CHEM-C 409 Chemical Research (3 cr.)
- CHEM-C 430 Inorganic Chemistry (3 cr.)

6. Physics Courses (10 credit hours)—Students must complete either -

- PHYS-P 201 General Physics I (5 cr.) and PHYS-P 202 General Physics II (5 cr.) **or**

- PHYS-P 221 Physics I (5 cr.) and PHYS-P 222 Physics-II (5 cr.).

7. Must take INFO-I 101 (4 cr.) Introduction to Informatics. All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.).
8. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.
9. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Bachelor of Arts in Mathematics

The Bachelor of Arts degree in Mathematics is designed to prepare individuals to understand the nature of truth and the concept of proof in the discipline of mathematics, to understand the application of mathematical techniques to other fields, and to formulate and solve problems mathematically. Students may select courses to enter graduate school in mathematics or enter business or industry.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.). All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.)
3. General Education. Students must complete all the requirements of the campus general education curriculum (here) and of the B.A. general education curriculum (here).
4. Mathematics Courses—Students must complete a minimum of 33 credit hours in mathematics with a grade point average of at least 2.5 and a minimum grade of C- in each course.

The following courses are required:

- MATH-K 310 must be taken if both MATH-M 463 and 466 are not taken.
- MATH-M 215 and M-216 Calculus I-II (10 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)
- MATH-M 311 Calculus III (4 cr.)

In addition, students must complete 5 courses including at least 1 course from Group A and 1 sequence from Group B.

Group A:

- MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
- MATH-M 347 Discrete Mathematics (3 cr.)
- MATH-M 463 Introduction to Probability I (3 cr.)
- MATH-M 466 Introduction to Mathematical Statistics (3 cr.)
- MATH-T 336 Topics in Euclidean Geometry (3 cr.)

Group B:

- MATH-M 403/404 Introduction to Modern Algebra I-II (6 cr.)

- MATH-M 413/414 Introduction to Analysis I-II (6 cr.)
- MATH-M 413/415 Introduction to Analysis I/ Elementary Complex Variables with Applications (6 cr.)
- MATH-M 447/448 Mathematical Models and Applications I-II (6 cr.)
- MATH-M 471/472 Numerical Analysis I-II (6 cr.)

5. General Examination—Students must pass a written examination covering the entire undergraduate mathematics program. The examination will be given near the end of the semester in which the student is expected to graduate. The mathematics faculty may permit a student who does not perform satisfactorily on the written examination to take an oral examination that same semester. Students who still do not perform satisfactorily may take the general examination the next time it is offered. Those who do not pass the general examination on the second attempt must petition the mathematics faculty to take the general examination a third time and are expected to document additional preparation in mathematics.

6. Students must complete 30 of the last 60 credit hours, including at least 9 credit hours of mathematics from Groups A or B, and the general examination at Indiana University Kokomo.

7. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Degree Requirements for Bachelor of Science Degrees

General requirements for Bachelor of Science degrees are listed below.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher. Mathematics degrees require an average GPA of 2.0 in the major. All other Science degrees require a C- or better in the major.
3. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
4. Major - at least 40 credit hours. See requirements for specific degree programs.
5. There is no limit to the number of credit hours outside of the School of Sciences as long as the basic requirements for the major and for the campus general education have been met.
6. The campus General Education requirements – found earlier in this bulletin

Bachelor of Science in Biochemistry

The objective of the Bachelor of Science (B.S.) degree in Biochemistry is to prepare students for health-related professional schools including medical, pharmacy, and dental schools, as well as for admission to graduate programs in biochemistry, molecular biology, and biological sciences. Students with a diverse background in chemistry and biochemistry will be well prepared to address challenges in the pharmaceutical and biotechnology industries.

Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.)
3. All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.)
4. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
5. Mathematics and Informatics. Students must take:
 - INFO-I 101 Introduction to Informatics (4 cr.)
 - MATH-K 310 Statistical Techniques (3 cr.)
 - MATH-M 215 Calculus I (5 cr.)

Specific Biochemistry Degree Requirements: Chemistry Courses (28 credits, all with grades of C- or higher) - CHEM-C 128 Problem solving skills in chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C 105.

6. Students must complete:

- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 106 Principles of Chemistry II (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 310 Analytical Chemistry (3 cr.)
- CHEM-C 311 Analytical Chemistry Laboratory (2 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.)
- CHEM-C 342 Organic Chemistry II (3 cr.)
- CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
- CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)
- CHEM-C 361 Physical Chemistry I (3 cr.)

7. Biochemistry Courses (13 credits; all with grades of C- or higher) —Students must complete 13 credits from the following courses:

- CHEM-C 250 Introduction to Genomics, Proteomics, and Transcriptomics (3 cr.)
- CHEM C 329 Biochemistry I: Proteins and Enzymes (5 cr.)
- CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.)

8. Biology Courses (18 credit hours, all with grades of C- or higher)—Students must complete the following courses:

- BIOL-L 121 Biology 1 (5 cr.)
- BIOL-L 122 Biology 2 (5 cr.)
- BIOL-L 321 Human Immunology (3 cr.)
- MICR-M 310 Microbiology (3 cr.)
- MICR-M 315 Microbiology Laboratory (2 cr.)

9. Physics Courses (10 credit hours)—Students must complete either -

- PHYS-P 201 General Physics I (5 cr.) and PHYS-P 202 General Physics II (5 cr.), **or**
- PHYS-P 221 Physics I (5 cr.) and PHYS-P 222 Physics II (5 cr.).

10. Capstone and Research Courses (6-8 credits, all with grades of C- or higher) —Students just complete either -

- BIOL-L 403 Biology Seminar (Capstone) (3 cr.) **or**
- CHEM-C 495 Chemistry capstone (3 cr.) **and either**
- BIOL-L 490 Individual Study (3 cr.) (Biology Research) **or**
- CHEM-C 409 Chemistry research (3-5 cr.).

11. Chemistry, Biochemistry, and Other Science Electives (as needed to complete 120 credit hours, all with grades of C- or higher):

- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 473 Ecology (3 cr.)
- BIOL-L 474 Ecology Laboratory (2 cr.)
- CHEM-C 300 Energy and Green Chemistry (4 cr.),
- CHEM-C 430 Inorganic Chemistry (3 cr.)

12. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.

13. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Bachelor of Science in Biological and Physical Sciences

The Bachelor of Science degree in Biological and Physical Sciences centers on a traditional core of courses in the natural sciences. Through academic advising and proper course selection, students may choose a curriculum that is uniquely suited to their specific needs in the biological and physical sciences. Students may follow a very specific curriculum or they may elect to pursue a more general science education. Graduates of the program are prepared to continue their education at the graduate level of certain disciplines or to enter a health-related profession such as physical therapy or occupational therapy. They may also choose to follow the track in environmental and earth sciences.

Basic Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.)
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum.
4. All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.)
5. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.), and INFO-I 101 Introduction to Informatics (4 cr.).
6. Natural Sciences.

General Principle: To achieve a well-rounded education in biological and physical sciences, students must take 200-level and above courses from at least three of the four core disciplines in the natural sciences (biology, chemistry, geology/physical geography, physics).

Foundational Courses in Natural Sciences (25 cr.):

Students must complete the two-semester foundational sequences in biology and chemistry and the first foundational course in physics. CHEM-C 128 Problem Solving Skills in Chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C 105.

- BIOL-L 121 (5 cr.)
- BIOL-L 122 (5 cr.)
- CHEM-C 105/125 (5 cr.)
- CHEM-C 106/126 (5 cr.)
- PHYS-P 201 (5 cr.)

Core Courses in Natural Sciences (40 cr. at the 200-/300-/400-level): Students must take an additional 40 cr. (excluding PHYS-P 201) of natural sciences courses with a minimum of 30 cr. At the 300-/400-level. Of those 40 cr., a minimum of 8 cr. of chemistry and/or physics courses is required.

At the 300-/400-level, at least two courses with a lab (4-5 cr. each) must be selected from any of the natural sciences core areas. At least two lab courses must be in-person.

Students must also take two of the following: a capstone course (BIOL-L 403 or CHEM-C 495), a research course (3 cr.), (BIOL-L 490, CHEM-C 409, GEOL-G 410, or PHYS-P 406), and/or an internship course (3 cr.) (BIOL-L 498, CHEM-Y 398, GEOL-G 440, or SUST-S 491). Consult with an advisor or with the School of Sciences for a complete list of eligible courses.

7. 30 of the last 60 credit hours at Indiana University Kokomo.

8. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Earth and Sustainability Sciences Track Specific Requirement (in addition to the basic degree requirement)

1. Biology Courses (8-10 cr.):
 - BIOL-L 473/474 Ecology and Lab in Ecology (5 cr.)
 - Biology elective (3-5 cr.)
2. Chemistry and Sustainability Courses (6 cr.):
 - CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3-4 cr.)
 - SUST-S 305 Topics in Environmental Chemistry (3 cr.)
3. Geology Courses (23 cr.):
 - GEOG-G 107 Physical Systems of the Environment (3 cr.)
 - GEOG-G 315 Environmental Conversation (3 cr.)
 - GEOL-G 100 General Geology (5 cr.) **or**
 - GEOL-G 133 Geology of the United States (5 cr.)
 - GEOL-G 300 Environment and Urban Geology (3 cr.)
 - GEOL-G 400 Energy: Sources and Needs (3 cr.)
 - GEOL-T 312 Geology of Indiana (3 cr.)

- SUST-C 301 Foundations of Sustainability (3 cr.)
4. Physics courses (5-8 cr.):
- PHYS-P 201 General Physics or PHYS-P 221 Physics I (5 cr.)
 - PHYS-P 310 Environmental Physics (3 cr.) is recommended, but not required.
5. Choose two different courses (Capstone, Research, or Internship) (min 6 cr.):
- BIOL-L 403 Biology Seminar (3 cr.)
 - BIOL-L 490 Individual Study (1-12 cr.)
 - CHEM-C 409 Chemical Research (1-3 cr.)
 - CHEM-C 495 Capstone in Chemistry (1-3 cr.)
 - GEOL-G 410 Undergraduate Research in Geology (1-6 cr.)
 - GEOL-G 440 Professional Practice in Geosciences (1-6 cr.)
 - SUST-S 491 Internship in Sustainability (3 cr.)
6. Management and Economics Courses (9 cr.): Choose 2 courses (6 cr.) from the following list:
- BUS-A 201 Introduction to Financial Accounting (3 cr.) or BUS-A 200 Foundations of Accounting (3 cr.)
 - BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
 - PAHM-V 263 Public Management (3 cr.)
 - PAHM-V 412 Leadership and Ethics (3 cr.)
 - Choose 1 course (3 cr.) from the following list:
 - ECON-E 200 Fundamentals of Economics (3 cr.)
 - ECON-E 201 Introduction to Microeconomics (3 cr.)
 - ECON-E 202 Introduction to Macroeconomics (3 cr.)

Pre-Chiropractic, Pre-Clinical Lab Science, Pre-Cytotechnology, Pre-Nuclear Medicine Technology, Pre-Radiation Therapy

Students interested in these programs should enroll in the B.S. in Biological and Physical Sciences at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirements for these degree programs available on other campuses. Students are advised to consult with their academic advisors, faculty members, and appropriate program websites regarding admission requirements including courses, required grades and other admission requirements.

For Pre-Chiropractic, IU Kokomo has a 3+3 articulation agreement with Logan University (College of Chiropractic). Under the provisions of this program, a "3+3 Program" student will matriculate at IU Kokomo with a B.S. degree in Biological and Physical Sciences with a minimum of 91-94 credit hours in coursework at IU Kokomo and a minimum of 31 credit hours in coursework at Logan University. Details are below.

Required Coursework to fulfill General Education (min. 29 cr.):

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 221 Sophomore Writing Lab (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

- SOC-S 100 and PSY-P 103 (Mandatory) (Social and Behavioral Ways of Knowing) (6 cr.) Humanistic and Artistic Ways of Knowing (6 cr.)
- MATH-M 215 Calculus I (5 cr.)
- MATH-K310 Statistics Techniques (3 cr.)

Required Coursework to fulfill Major Competencies (62-65 cr.)

- BIOL-L121 Biology 1 (5 cr.)
- BIOL-L122 Biology 2 (5 cr.)
- BIOL-L 203 Evolution & Diversity of Life (3 cr.)
- PHSL-P 416/418 Comparative Animal Physiology (5 cr.)
- MICR-M 310/M315 Microbiology/Lab (5 cr.) OR BIOL-L367 Cell Physiology (3 cr.)
- BIOL-L 321 Human Immunology (3 cr.)
- BIOL-L 345 Vertebrate Biology (3 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 403 Biology Seminar (3 cr.)
- CHEM-C 105/C 125 General Chemistry I/Lab (5 cr.)
- CHEM-C 106/C 126 General Chemistry II/Lab (5 cr.)
- CHEM-C 341/C 343 Organic Chemistry I/Lab (5 cr.)
- CHEM-C 342/C 344 Organic Chemistry II/Lab (5 cr.)
- PHYS-P 201 General Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.)

For every subject required by Logan (either offered by IU Kokomo or by Logan) no grade below a 2.00 on a 4.00 scale will be accepted for credit in this articulate program. In addition, all "3 + 3 Program" students must have earned a cumulative grade point average of at least 2.75 on a scale of 4.00 for the 91-94 credit hours at IU Kokomo.

Bachelor of Science in Biology

The Bachelor of Science degree in Biology centers on a traditional biology core that includes cell biology, genetics, evolution, molecular biology, but with a lot of flexibility with biology electives. Additional courses in general chemistry, organic chemistry, physics, and mathematics round out the basic program. In addition to their scientific training, students in biology are expected to be able to communicate effectively and to possess an understanding of humanities and society. Biology B.S. students are exposed to a core of courses in the humanities and social and behavioral sciences, as well as the natural sciences. Graduates of the program are well suited to continue their education at the graduate level in various biological fields, to find employment in the scientific field, or to enter a health-related profession such as medicine, optometry, chiropractic, or dentistry.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.)
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.

4. All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.)

5. Mathematics and Informatics. Students must take:

- MATH-K 310 Statistical Techniques (3 cr.)
- MATH-M 215 Calculus I (5 cr.)
- INFO-I 101 Introduction to Informatics (4 cr.)

Specific Biology B.S. Degree Requirements. CHEM-C 128 Problem Solving skills in Chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C105.

6. Students must complete:

- BIOL-L 121 Biology 1 (5 cr.)
- BIOL-L 122 Biology 2 (5 cr.)
- BIOL-L 203 Evolution and Diversity of Life (3 cr.)
- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 106 Principles of Chemistry II (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.)
- CHEM-C 342 Organic Chemistry II (3 cr.)
- CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
- CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)
- PHIL-P 393 Biomedical Ethics (3 cr.) - meets Humanistic Ways of Knowing requirements.
- PHYS-P 201 General Physics or PHYS-P 221 Physics I (5 cr.) **and**
 - PHYS-P 202 General Physics II **or**
 - PHYS-P 222 Physics II (5 cr.)

7. Biology Courses—A minimum of 34 credit hours in biology at the 300-/400-level must be taken with a grade of C- or better in each course. The following four biology courses (12 cr.) are required:

- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.) **or**
 - MICR-M 310 Microbiology (3 cr.)
- BIOL-L 403 Biology Seminar (3 cr.)
- BIOL-L 490 Individual Study (3 cr.)

8. Biology Major Electives. In addition, a minimum of 22 credits of biology electives (at the 300/400-level) is required with at least one course from each of the concentrations below with a grade of C- or higher. Courses with labs count as one. At least two courses with a lab (5 cr.) must be selected. For other biology electives, consult an advisor or the Dean.

Life Science Concentration:

- BIOL-L 321 Human Immunology (3 cr.)
- BIOL-L 329 (or CHEM-C 329) Biochemistry I: Proteins and Enzymes (5 cr.)
- BIOL-L 367 Cell Physiology (3 cr.)
- BIOL-L 498 Internship in Professional Practice (3 cr.)
- CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.)
- MICR-M 310/315 Microbiology and Lab (5 cr.)

Ecology and Organismal Biology Concentration:

- BIOL-L 336 Evolutionary Medicine (3 cr.)

- BIOL-L 345 Vertebrate Biology (3 cr.)
- BIOL-L 377 Biology of Amphibians and Reptiles (3 cr.)
- BIOL-L 379 Principles of Ornithology (3 cr.)
- BIOL-L 391 Special Topics in Biology (3 cr.)
- BIOL-L 473/474 Ecology and Lab (5 cr.)
- PHSL-P 416/418 Comparative Animal Physiology and Lab (5 cr.)

9. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.

10. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Bachelor of Science in Chemistry

Students completing the Bachelor of Science (B.S.) Degree in Chemistry have a broad theoretical and practical chemistry background as well as laboratory, research, and internship experiences preparing them to enter a variety of chemistry or chemistry-related graduate programs, to teach high school chemistry, or to work in entry-level laboratory positions. The B.S. in Chemistry program is ideal for students heading for professional programs in pharmacy, medicine or dentistry. The degree provides a strong background for students wishing to enter the workforce in research, development, production, quality control, and management.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.). All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.).
3. All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.).
4. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
5. Mathematics and Informatics. Students must take:
 - INFO-I 101 Introduction to Informatics (4 cr.)
 - MATH-K 310 Statistical Techniques (3 cr.)
 - MATH-M 215/216 Calculus I and II (10 cr.)

Chemistry Courses (all with grades of C- or higher). CHEM-C 128 Problem Solving Skills in Chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C 105.

6. Students must complete:

- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 106 Principles of Chemistry II (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 300 Energy and Green Chemistry (4 cr.)
- CHEM-C 310 Analytical Chemistry (3 cr.)
- CHEM-C 311 Analytical Chemistry Laboratory (2 cr.)

- CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr.)
 - CHEM-C 430 Inorganic Chemistry (3 cr.)
 - CHEM-C 341 Organic Chemistry I (3 cr.)
 - CHEM-C 342 Organic Chemistry II (3 cr.)
 - CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)
 - CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)
 - CHEM-C 361 and 362 Physical Chemistry I and II (6 cr.)
 - CHEM-C 409 Chemistry Research (3 cr.)
 - CHEM-C 410 Principles of Chemical Instrumentation (3 cr.) **or**
 - CHEM-Y 398 Professional Practice in Chemistry (3 cr.)
 - CHEM-C 495 Capstone in Chemistry (3 cr.)
 - In addition, students must take BIOL-L 121 Biology 1 (5 cr.).
7. Physics Courses (10 credit hours)—Students must complete either:
- PHYS-P 201 General Physics I (5 cr.) **and**
 - PHYS-P 202 General Physics II (5 cr.) **or**
 - PHYS-P 221 Physics I (5 cr.) **and**
 - PHYS-P 222 General Physics II (5 cr.).
8. Chemistry Electives (as needed to complete 120 credit hours, all with grades of C- or higher). 300-/400-level chemistry courses including:
- BIOL-L 367 Cell Physiology (3 cr.)
 - CHEM-Y 398 Professional Practice in Chemistry (3 cr.)
 - MICR-M 310 Microbiology (3 cr.)
 - MICR-M 315 Microbiology Lab (2 cr.)
9. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.
10. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Bachelor of Science in Computer Science

Computer Science is focused on the design of effective hardware and software technologies that support computational systems. Students in computer science apply the theoretical and mathematical foundations of computing to solve a variety of computational problems and to design and implement computing systems. Graduates of the computer science degree are able to design efficient software solutions by analyzing and customizing appropriate computational algorithms. They can analyze computing problems and apply sound principles to define and compare alternative solutions for such problems. Students will demonstrate proficiency and competency in constructing software solutions by utilizing multiple programming languages and programming paradigms; they will apply interpersonal skills to work effectively in multi-disciplinary teams and will communicate technical ideas and concepts clearly with a range of audiences, and they will recognize ethical and professional responsibilities and apply sound principles for dealing with ethical issues in the computing field. Students will also develop analytical problem-solving skills

based on well-established techniques and tools used by computer science professionals and they will demonstrate a sense of exploration and develop skills that enable lifelong learning. A degree in computer sciences prepares graduates for a range of positions. Some of the career options include software developers, software engineers, computer system analysts, and programmer analysts.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. A minimum of 30 credit hours must be taken at the 300 level or above.
3. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.).
4. All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.).
5. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in critical thinking and cultural diversity are satisfied by the major. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements.
6. Core courses in CSCI and INFO must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in the computer science core is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any passing grade. A minimum overall GPA of 2.0 is required for graduation.
7. Computer science courses (53-57 cr.).
 - CSCI-B 100 Problem Solving Using Computers (4 cr.)
 - CSCI-B 401 Fundamentals of Computing Theory (3 cr.)
 - CSCI-B 438 Computer Networks (3 cr.)
 - CSCI-C 101 Computer Programming I (4 cr.)
 - CSCI-C 201 Computer Programming II (4 cr.)
 - CSCI-C 308 System Analysis & Design (3 cr.)
 - CSCI-C 311 Programming Languages (3 cr.)
 - CSCI-C 335 Computer Structures (3 cr.)
 - CSCI-C 343 Intro. to Data Structures (4 cr.)
 - CSCI-C 400 Client-Server Program Web (3 cr.)
 - CSCI-C 436 Intro. to Operating Systems (3 cr.)
 - CSCI-C 442 Database Systems (3 cr.)
 - CSCI-C 455 Analysis of Algorithms I (3 cr.)
 - CSCI-C 490 Seminar in Computer Science (3 cr.)
 - INFO-I 202 Social Informatics (3 cr.)
 - MATH-M 347 Discrete Mathematics (3 cr.) or INFO-I 201 Math. Foundations of Informatics (4 cr.)
8. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.
9. Mathematics and physics courses (21 cr.).
 - MATH-M 215 Calculus I (5 cr.)
 - MATH-M 216 Calculus II (5 cr.)
 - MATH-M 303 Linear Algebra (3 cr.)

- MATH-K 310 Statistical Techniques (3 cr.)
- PHYS-P 201 (5 cr.) or PHYS-P 221 (5 cr.)

MATH-M215 and MATH-K310 are also used to meet the general education requirements for quantitative reasoning.

10. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses.

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences is a versatile degree that provides students with extensive preparation for work in any field that addresses people's health. The objective of this program is to address the needs of those students seeking a broad understanding of the science of human health and its application to their chosen career.

This highly interdisciplinary degree offers coursework that promotes an understanding of the biological, social, behavioral, economic and ethical factors that influence health care today. This degree offers courses from departments throughout the University and has a flexible curriculum so students can choose an area of specialization to suit their career interests.

Health Sciences is an interdisciplinary degree that meets the needs of three student groups: (1) students who want to prepare for careers in Health Education and Promotion or Exercise and Sport Science; (2) students who want to apply to graduate programs; and (3) health care professionals who have already obtained an associate's degree and would like to obtain a baccalaureate degree.

Students majoring in Health Science will have the opportunity to prepare for entry and mid-level positions at for-profit and not-for-profit health care organizations such as community/public health, hospitals, fitness centers, and health clinics.

The primary goal of the degree is to provide students the basic, technical and applied aspects of health sciences. Another goal is to help students apply this knowledge to a variety of career opportunities. A baccalaureate degree in Health Sciences will enable students to gain knowledge of problem-solving skills relevant to health-related professions, medicine and interrelated fields of health and wellness care.

Grade Requirements:

Students must earn a grade of C or above in Health Sciences degree and concentration curriculum core courses, and a passing grade in other courses/electives and general education courses. This includes a grade of C in HSCI-H 322, PSY-P 103, PHSL-P 215 and CHEM-C ***.

A. General Education Requirements (32-34 cr.):

- Written Communication
 - ENG-W 131 Reading, Writing, Inquiry (3 cr.)
- Speaking & Listening
 - SPCH-S 121 Public Speaking (3 cr.)
- Quantitative Literacy
 - Student choice* (a course that fulfills MATH-M requirement (3 cr.)

- HSCI-H 322 Epidemiology and Biostatistics (3 cr.)

- Social & Behavioral Ways of Knowing
 - PSY-P 103 General Psychology (3 cr.) (**fulfills ERC requirement**)
 - Student choice* (a course that fulfills social and behavioral requirement) (3 cr.)
- Humanistic & Artistic Ways of Knowing:
 - Student's choice of two courses* (3 cr. each) (2 courses that fulfill humanistic and artistic requirement)
- Scientific Ways of Knowing
 - PHSL-P 215 Basic Human Physiology with laboratory (5 cr.)
 - CHEM-C** (3 cr.) (Any CHEM-C course that fulfills scientific requirement, CHEM-C 105 is strongly encouraged)

*Ensure that one of the above choices meets the requirement for Diversity

**Students are strongly encouraged to choose CHEM-C105

B. Core Requirements (38 cr)

- ANAT-A 215 Basic Human Anatomy with Lab (5 cr.)
- CHEM-C 105 Principles of Chemistry I (3 cr.) (encouraged). (CHEM-C 128 Problem Solving Skills in Chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C 105)
- HSCI-H 120 Introduction to Health and Fitness (3 cr.)
- HSCI-H 204 Motor Development (3 cr.)
- HSCI-H 212 Introduction to Exercise Science (3 cr.)
- HSCI-H 220 Nutrition for Health (3 cr.)
- HSCI-H 255 Human Sexuality (3 cr.)
- HSCI-H 321 Research Methods in Health Sciences (3 cr.)
- HSCI-H 322 Epidemiology and Biostatistics (3 cr.)
- HSCI-H 333 Cultural Competence in Health Education (3 cr.)
- HSCI-H 364 Stress Management in the Health Professions (3 cr.)
- HSCI-H 491 Internship in Health Sciences (3 cr.)
- MICR-J 200 Microbiology (3 cr.)
- PAHM-W 314 Ethics for Health Professionals (3 cr.) **or** SRM-P 402 Ethics in Sports (3 cr.) **or** HSCI-H 404 Sports Ethics (3 cr.) **or** PHIL-P 393 Biomedical Ethics (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.)
- PSY-P 103 General Psychology (3 cr.)

C. Health Sciences Concentrations:

IU Kokomo offers a Bachelor of Science in Health Sciences with two concentrations: (1) Health Education and Promotion and (2) Exercise and Sport Science. These two concentrations provide students the knowledge and skills that enhance awareness about healthy lifestyle behavior, increase health-enhancing behaviors, decrease health risk behaviors, and create environments supportive of healthy lifestyles.

1. Health Education and Promotion is the science of helping people, organizations, and communities change lifestyle behaviors to move toward a state of improved health resulting in decreases in chronic disease and health care costs. To accomplish this objective, students learn the science of health through the study of nutrition, biology, anatomy and physiology, and psychology combined with program planning for health promotion by learning how to assess, implement, and evaluate programs that effectively achieve the outcome of improved health. Students are prepared to pursue the Certified Health Education Specialist (CHES) certification. What else can Health Promotion concentration graduates do? <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

Health Education and Promotion Concentration

Required Courses: (24-27 cr.)

- HSCI-H 325 Foundations of Health Education (3 cr.)
- HSCI-H 327 Introduction to Community Health (3 cr.)
- HSCI-H 411 Promoting Health Behavior (3 cr.)
- HSCI-H 415 Global Child and Adolescent Health (3 cr.)
- HSCI-H 434 Diseases of Diverse Populations (3 cr.)
- HSCI-H 477 Program Planning (3 cr.)
- HSCI-H 478 Program Evaluation (3 cr.)
- HSCI-H 499 Senior Capstone (3 cr.)

2. Exercise and Sport Science is appropriate for students interested in personal training, physical or occupational therapy, sports leadership, exercise science, biomechanics, strength and conditioning, athletic coaching, and fitness specialties. Upon completion, a number of students apply and are accepted into the following professional schools: physician assistant, physical therapy, occupational therapy and athletic trainer. To accommodate these careers, we offer courses that are both academically and physically challenging. This unique degree offers science-based courses in the field of health and nutrition as well as performance-based activity courses. What else can Exercise and Sport concentration majors do? <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>

Exercise and Sport Science Concentration Required Courses: (24 cr.)

- HSCI-E XXX 3 credits of any HSCI-E course(s)
- HSCI-H 144 Fundamentals of Human Movement (3 cr.)
- HSCI-H 360 Philosophical Foundations of Coaching (3 cr.)
- HSCI-H 391 Biomechanics (3 cr.)
- HSCI-H 405 Introduction to Sport Psychology (3 cr.)
- HSCI-H 442 Exercise and Nutrition (3 cr.)
- HSCI-H 445 Special Topics in Kinesiology (3 cr.)
- HSCI-H 452 Motor Learning (3 cr.)

Students in the pre-physical therapy track of exercise and sport sciences are required to take the following additional courses (consult with an advisor for details):

- ANAT-A 215 Basic Human Anatomy
- CHEM-C 105/C 125 Principles of Chemistry I
- CHEM-C 106/C 126 Principles of Chemistry II
- HSCI-H 409 Basic Physiology of Exercise
- MATH-M 125 Pre-Calculus Mathematics

- PHSL-P 215 Basic Human Physiology
- PHYS-P201 General Physics I and PHYS-P 202 General Physics II
- PSY-P 216 Lifespan Development Psychology

D. Elective Courses (to get to 120 total credits)

Students can take any courses to reach 120 total credit hours. There is no limit to the number of credit hours outside the Health Sciences program as long as the basic requirements for the major, concentration, and campus general education have been met.

E. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses

Bachelor of Science in Informatics

Informatics is the study and application of computing and information technology to a particular area or discipline of study. Informatics also considers the use of information and computing technology in organizations and society at large. Information technology (IT) is rapidly changing the world, creating new challenges and opportunities every day. Informatics equips students to study IT, consider its social impact, and find ways to use technology to solve problems. The Informatics program's aim is to produce qualified IT professionals who understand the ways people work with and use information, and who can develop solutions that are effective and easy-to-use. Informatics emphasizes problem-solving, innovation, communication, and teamwork along with technical skills and knowledge.

An informatics degree prepares graduates for a range of positions. Some of the career options include database developer/administrator, bioinformatics, chemical informatics, human-computer interface designer, information architect, IT consultant, multimedia specialist, software developer, system administrator, technical writer, webmaster, etc.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. A minimum of 30 credit hours must be taken at the 300 level or above.
3. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.)
4. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in critical thinking and cultural diversity are satisfied by the major. Courses that fulfill the requirements for a cognate area may also meet the general education distribution requirements. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements.
5. Mathematics requirement - students must take 6 credit hours consisting of:
 - MATH-M 118 Finite Mathematics (3 cr.) or MATH-M 125 Pre-Calculus Mathematics (3 cr.)
 - MATH-K 310 Statistical Techniques (3 cr.)

6. Core and the cognate area must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in the informatics core and the cognate area is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any passing grade. A minimum overall GPA of 2.0 is required for graduation.

7. Informatics Core Courses (43 cr.).

- ENG-W 221 Writing in the Disciplines (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)
- INFO-I 213 Website Design and Development (3 cr.)
- INFO-I 300 Human-Computer Interaction (3 cr.)
- INFO-I 303 Organizational Informatics (3 cr.)
- INFO-I 308 Information Representation, (3 cr.)
- INFO-I 450 Systems Design (3 cr.)
- INFO-I 451 Systems Development (3 cr.) (senior standing; capstone courses).

8. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses

Cognate area courses cannot count as Informatics core courses or Informatics elective courses even if these courses are cross-listed with Informatics. If cognate area courses are equivalent to Informatics core courses, students should substitute additional Informatics elective courses in place of Informatics core courses to meet the 43 credit hour requirement. (See Informatics core courses).

1. Cognate Areas (15-18 cr.). See below. Other courses may be approved for any of the cognate areas by permission.
2. 30 of the last 60 credit hours must be completed at Indiana University Kokomo.

Cognate Areas (15-18 cr.)

Biology

Required Courses:

- BIOL-L 121 Biology 1 (5 cr.)
- BIOL-L 122 Biology 2 (3 cr.)
- BIOL-L 364 Genetics (3 cr.)

A minimum of 3 cr. credits from the following:

- BIOL-L 321 Human Immunology (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.)
- BIOL-L 473 Ecology (3 cr.)
- MICR-M 310 Microbiology (3 cr.)
- MICR-M 315 Microbiology Laboratory (2 cr.)
- PHSL-P 416 Comparative Animal Physiology (3 cr.)

Business

- BUS-W 100 Business Administration: Introduction (3 cr.)

- ECON-E 200 Fundamentals of Economics (3 cr.)
or ECON-E 201 Introduction of Microeconomics (3 cr.) and ECON-E 202 Introduction of Macroeconomics (3 or 6 cr.)

Choose two courses:

- BUS-A 201 Introduction to Financial Accounting (3 cr.) or BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)

Choose two courses:

- BUS-D 301 The International Business Environment (3 cr.)
- BUS-K 321 Management of Information Technology (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)

Chemistry

Required Courses:

- CHEM-C 105/125 Principles of Chemistry I (5 cr.)
- CHEM-C 106/126 Principles of Chemistry II (5 cr.)
- CHEM-C 341 Organic Chemistry I: Lecture (3 cr.)
- CHEM-C 342 Organic Chemistry II: Lecture (3 cr.)

Choose 1 course from the following:

- CHEM-C 310 Analytical Chemistry (3 cr.)
- CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.)
- CHEM-C 361 Physical Chemistry I (3 cr.)
- CHEM-C 430 Inorganic Chemistry (3 cr.)

Cognitive Science

Required Courses:

- PHIL-P 100 Introduction to Philosophy (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- PSY-P 103 General Psychology (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Select two from the following:

- PHIL-P 304 Nineteenth-Century Philosophy (3 cr.)
- PHIL-P 306 Business Ethics (3 cr.)
- PHIL-P 335 Phenomenology and Existentialism (3 cr.)
- PHIL-P 352 Logic and Philosophy (3 cr.)
- PHIL-P 360 Introduction to the Philosophy of the Mind (3 cr.)
- PSY-P 259 Introduction to Psychological Inquiry (3 cr.)
- PSY-P 326 Neuroscience (3 cr.)
- PSY-P 355 Experimental Psychology (3 cr.)
- Other 300-/400-level courses in Philosophy and Psychology may be approved (consult with an advisor).

Computer Science

Students are required to take any four of the following courses:

- CSCI-B 438 Computer Networks (4 cr.)
- CSCI-C 311 Programming Languages (3 cr.)
- CSCI-C 343 Data Structure (4 cr.)

- CSCI-C 436 Introduction to Operating Systems (4 cr.)
- CSCI-C 455 Analysis of Algorithms (3-4 cr.)
- 300-/400-level course in Client-Server Programming for the Web (3-4 cr.) (Other CSCI courses may be approved for the cognate by permission).

Environmental and Earth Sciences

Select one from the following list:

- GEOL-G 100 General Geology (5 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOL-G 133 Geology of the United States (5 cr.)

Select four or more courses from the following:

- BIOL-L 473 Ecology (3 cr.)
- CHEM-C 300 Energy and Green Chemistry (4 cr.)
- GEOL-G 300 Environmental Geology and Urban Geology (3 cr.)
- GEOG-G 315 Environmental Conservation (3 cr.)
- GEOL-G 400 Energy: Sources and Needs (3 cr.)
- GEOL-G 421 United States Geology: Field Experience (1-5 cr.)
- GEOL-T 312 Geology of Indiana (3 cr.)
- GEOL-T 326 Geology of Mineral Resources (3 cr.)
- PHYS-P 310 Environmental Physics (3 cr.)
- SUST-S 305 Topics in Environmental Chemistry (3 cr.)

Mathematics

Required Courses:

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 311 Calculus III (4 cr.)

Select one from the following:

- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)
- MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
- MATH-M 347 Discrete Mathematics (3 cr.)
- MATH-M 463 Introduction to Probability (3 cr.)

Sociology

- SOC-S 100 Introduction to Sociology (3 cr.) **or**
- SOC-S 101 Social Problems and Policies (3 cr.)
- SOC-S 252 Methods of Sociological Research (3 cr.).

Three additional Sociology electives at the 300 – 400 level.

Public Administration

Required Courses:

- CJHS-J 101 American Criminal Justice System (3 cr.)
- PAHM-V 171 Introduction to Public Affairs (3 cr.)

Select three from the following:

- PAHM-V 263 Public Management (3 cr.)
- PAHM-V 372 Government and Finance (3 cr.)

- PAHM-V 373 Human Resources Management (3 cr.)
- PAHM-V 376 Law and Public Policy (3 cr.)
- PAHM-V 412 Leadership and Ethics (3 cr.)

Consult with an advisor for other PAHM courses.

Bachelor of Science in Mathematics

The Bachelor of Science degree in Mathematics is designed to prepare individuals to understand the nature of truth and the concept of proof in the discipline of mathematics, to understand the application of mathematical techniques to other fields, and to formulate and solve problems mathematically. The Bachelor of Science places a greater emphasis on mathematical knowledge and its relation to the sciences through additional coursework and potential research opportunities. Students have greater opportunities to complete coursework for either graduate school in mathematics or entry into business or industry.

Degree Requirements:

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.). All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in scientific ways of knowing are satisfied by the major. Quantitative Reasoning requirements are satisfied by MATH-M 215 and MATH-M 466. Students with a second major may substitute MATH-M 466 with the statistics course in that major.
4. Required Science and Informatics Courses
 - PHYS-P 201 General Physics 1 (5 cr.) **or** PHYS-P 221 Physics 1 (5 cr.)
 - One of the following:
 - CHEM-C 105/125 Principles of Chemistry I and Laboratory (5 cr.)
 - BIOL-L 121 Biology 1 (5 cr.), or GEOL-G 100 General Geology (5 cr.)
 - INFO-I 101 Introduction to Informatics (4 cr.)
 - Three to five additional credits in the School of Sciences outside of Mathematics/statistics.
5. Mathematics Courses-Students must complete a minimum of 41 credit hours in mathematics with a grade point average of at least 2.5. The following courses are required: MATH-M 215-216 Calculus I-II (10cr.), MATH-M 311 Calculus III (4 cr.), MATH-M 303 Linear Algebra for Undergraduates (3 cr.). In addition, students must complete two sequences from Group A and an additional 12 credit hours from Group A or B.
 - Group A:
 - MATH-M 403/404 Introduction to Modern Algebra I-II (6 cr.)
 - MATH-M 413/414 Introduction to Analysis I-II (6 cr.)

- MATH-M 413/415 Introduction to Analysis I/Elementary Complex Variables with Applications (6 cr.)
 - MATH-M 447/448 Mathematical Models and Applications I-II (6 cr.)
 - MATH-M 471/472 Numerical Analysis I-II (6 cr.)
- Group B:
 - MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
 - MATH-M 347 Discrete Mathematics (3 cr.)
 - MATH-M 463 Introduction to Probability I (3 cr.)
 - MATH-M 466 Introduction to Mathematical Statistics (3 cr.)
 - MATH-M 415 Elementary Complex Variables with Applications (3 cr.)
 - MATH-T 336 Topics in Euclidean Geometry (3 cr.)
6. General Examination—Students must pass a written examination covering the entire undergraduate mathematics program. The examination will be given near the end of the semester in which the student is expected to graduate. The mathematics faculty may permit a student who does not perform satisfactorily on the written examination to take an oral examination that same semester. Students who still do not perform satisfactorily may take the general examination the next time it is offered. Those who do not pass the general examination on the second attempt must petition the mathematics faculty to take the general examination a third time and are expected to document additional preparation in mathematics.
 7. Students must complete 30 of the last 60 credit hours, including at least 9 credit hours of mathematics from Groups A or B, and the general examination at Indiana University Kokomo.
 8. Students enrolled in this degree shall complete no more than 75% of their program requirements through online courses

Biology Minor

A minimum grade of C- is required in all courses taken for the minor.

To earn a minor in biology students must take the following courses:

Required:

- BIOL-L 121 Biology 1 (5 cr.)
- BIOL-L 122 Biology 2 (5 cr.)

Additional 6 to 10 hours from the following:

- BIOL-L 321 Human Immunology (3 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.)
- BIOL-L 473 Ecology (3 cr.)
- MICR-M 310/315 Microbiology/Lab (5 cr.)
- PHSL-P 416 Comparative Animal Physiology (3 cr.)

- ZOOL-Z 315 Developmental Anatomy (5 cr.)

Other courses may be substituted by permission of the biology faculty. Students must take all the necessary prerequisites before enrolling in courses required for the minor.

Chemistry Minor

To earn a minor in chemistry, students must complete a minimum of twenty-one (21) credit hours in chemistry with a minimum grade of C- in each course. Students must take all the necessary prerequisites before enrolling in courses required for the minor. CHEM-C 128 Problem Solving Skills in Chemistry (3 cr.) is required for students who have an ALEKS placement test of 60 or below prior to taking CHEM-C 105.

The following courses are required:

- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 106 Principles of Chemistry II (3 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 310 Analytical Chemistry (3 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.)

Students must also take one of the following laboratory courses:

- CHEM-C 311 Analytical Chemistry Laboratory (2 cr.) or CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.)

Finally, students can select one (or more) course(s) from the following list to complete the 21-credit hour minimum requirement:

- CHEM-C 300 Energy and Green Chemistry: A Natural Science Perspective (4 cr.)
- CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr.)
- CHEM-C 340 Biochemistry II (5 cr.)
- CHEM-C 342 Organic Chemistry II (3 cr.)
- CHEM-C 344 Organic Chemistry II (2 cr.)
- CHEM-C 361 Physical Chemistry I (3 cr.)
- CHEM-C 400 Chemical Information Sources and Services (1 cr.)
- CHEM-C 430 Inorganic Chemistry (3 cr.)
- CHEM-C 443 Organic Spectroscopy (3 cr.)

Coaching Minor

The Coaching Minor at IU Kokomo is designed for students who are interested in coaching youth, adolescent, or adult athletes. The goal of the minor is to provide students with the necessary theoretical and practical skills to engage in coaching following their IU Kokomo degree completion.

The minor is open to any current IU Kokomo student who has a minimum 2.0 cumulative GPA. It is also open to graduates and community members who have a B.A. or B.S. degree with a minimum 2.0 cumulative GPA. For successful completion of the minor, students must attain a C in each required course.

It is the student's responsibility to consult their school/unit to determine the suitability and practicality of the minor.

Minor Requirements (15 credit hours)

- HSCI-H 344 Strength Training & Conditioning (3 cr.) **or** HSCI-E 340 Physical Fitness Appraisals (3 cr.)
- HSCI-H 360 Philosophical Foundations of Coaching (3 cr.)
- HSCI-H 405 Introduction to Sport Psychology (3 cr.)
- HSCI-H 485 Practicum in Coaching (1-6 cr.)
- HSCI-H 452 (3 cr.) Motor Learning (3 cr.)**

**Students not meeting the pre-requisites courses for Motor Learning should contact the Health Sciences Coordinator for permission to enroll in the course

Evaluation:

Assessment of the Coaching Minor curriculum will be conducted through course-embedded assessment tools such as practice activities, development of training plans, and course exams. A portfolio will be required in this minor to document knowledge of theory and techniques of coaching in the student's sport of choice practicum. Students must attain a 2.0 GPA in the minor overall. Students must complete the practicum with a satisfactory evaluation by the practicum supervisor. Note that the practicum experiences can range from grades K – 12 to assistant coaching at the collegiate level; in a club setting such as swimming, soccer, or basketball youth association; or at a recreational level, such as youth baseball or softball.

Note: *It is the student's responsibility to check with their school/degree unit to determine whether this minor may be officially recorded on the transcript. The various schools on the IU Campuses may limit the number of hours outside their school that will count toward a degree. Students should check with an advisor for information about policies.*

Computer Science Minor

To complete a minor in Computer Science, students must take and pass the courses that fulfill the Computer Science major requirements with a minimum grade of C- at Indiana University Kokomo. The Computer Science Minor consists of 19-20 credit hours.

Required Course:

- CSCI-B 100 Problem Solving Using Computers (4 cr.)
- CSCI-C 101 Computer Programming 1 (4 cr.)
- CSCI-C 201 Computer Programming 2 (4 cr.)
- CSCI-C 343 Data Structures (4 cr.)
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.) or MATH-M 347 Discrete Mathematics (3 cr.)

The Computer Science Minor (for Informatics Students Only) consists of 12-16 credit hours. Informatics students are required to take any 4 of the following courses:

- CSCI-B 401 Fundamentals of Computing Theory (3 cr.)
- CSCI-B 438 Fundamentals of Computer Networks (3 cr.)
- CSCI-C 311 Programming Languages (3 cr.)
- CSCI-C 335 Computer Structures (3 cr.)
- CSCI-C 343 Data Structures (4 cr.)

- CSCI-C 400 Client-Server Programming for the Web (3-4 cr.)
- CSCI-C 436 Operating Systems (3 cr.)
- CSCI-C 455 Analysis of Algorithms (3 cr.)

All course prerequisites must be met in order to enroll in any Computer Science course.

Environmental and Earth Sciences Minor

To complete an Environmental and Earth Sciences Minor, students must complete a minimum of nineteen (19) credit hours in geology, geography, biology, chemistry, and physics with a minimum grade of C in each course. The first eight to ten (8 to 10) credit hours are prescribed (GEOL-G 100 and a choice of either GEOG-G 107 or GEOL-G 133) and form the foundation of the higher-level courses in Geology and Geography. In addition, students must complete at least three (3) credit hours of upper-level course work outside of geology and geography. Finally, students must complete a minimum of two additional geology or geography electives chosen from the list of elective courses below. Students must take all the necessary pre-requisites before enrolling in courses for the minor.

Students must select a minimum of one course from the following list:

- BIOL-L 473 Ecology (3 cr.)
- CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3 cr.)
- CHEM-C 351 Green Chemistry and Sustainability Sciences (4 cr.)
- PHYS-P 310. Environmental Physics.
- SUST-S 305 Topics in Environmental Chemistry (3 cr.)

Finally, students must select two or more courses from the following list to complete the 19-credit hour minimum requirement:

- GEOL-G 300 Environmental Geology and Urban Geology (3 cr.)
- GEOG-G 315 Environmental Conservation (3 cr.)
- GEOL-G 400 Energy: Sources and Needs (3 cr.)
- GEOL-G 421 United States Geology: Field Experience (1 to 5 cr.)
- GEOL-T 312 Geology of Indiana (3 cr.)
- GEOL-T 326 Geology of Mineral Resources (3 cr.)

Health Education and Promotion Concentration Minor

The purpose of the Health Education and Promotion minor is to provide students with the foundational knowledge to: (a) assess health needs and resources, (b) plan, implement, and evaluate individual, community, and state/country health programs and policies in various health promotion settings, such as schools, public or community health, healthcare, and workplaces, and (c) understand the role of a health educator in our healthcare and health services system.

Those who are eligible and interested in non-clinical areas of healthcare, such as public health and community (e.g., social, mental, and public) health, can enroll in this minor to explore the knowledge and skills required of health

professionals and educators in those areas. Students beginning in clinical areas of healthcare may choose to supplement their education with a minor in Health Education and Promotion.

The minor is open to any current IU Kokomo student who has a minimum 2.0 cumulative GPA. It is also open to graduates and community members who have a B.A. or B.S. degree with a minimum 2.0 cumulative GPA. For successful completion of the minor, students must attain a C in each required and elective course. Students must earn a minimum of 18 credits (9 credit hours from required courses; at least 9 credit hours from listed elective courses).

It is the student's responsibility to consult their school/unit to determine the suitability and practicality of the minor. This minor is not available to Health Sciences students who have a concentration in Health Education and Promotion.

Minor Requirements:

Required Courses

- HSCI-H 325 Foundations of Health Education (3 cr.)
- HSCI-H 327 Introduction to Community Health (3 cr.)
- HSCI-H 333 Cultural Competence in Health Education and Promotion (3 cr.)

Elective Courses: (at least 3 from the following list)

- HSCI-H 255 Human Sexuality (cr. 3)
- HSCI-H 322 Epidemiology and Biostatistics (cr. 3)
- HSCI-H 331 Environmental Health (cr. 3)
- HSCI-H 364 Stress Management in the Health Professions (cr. 3)
- HSCI-H 411 Promoting Health Behavior (cr. 3)
- HSCI-H 415 Global Child and Adolescent Health (cr. 3)
- HSCI-H 434 Diseases of Diverse Populations (cr. 3)
- HSCI-H 477 Health Program Planning (cr. 3)
- Other relevant Health Sciences-Health Education and Promotion concentration-based electives might be considered/approved for the minor. Please consult with Health Sciences advisors, Dean of Sciences, and Health Sciences/Health Education and Promotion faculty about qualifying courses.

Informatics Minor

A minimum grade of C- is required in all courses taken for the minor.

Students are required to take:

- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 202 Social Informatics (3 cr.) **or** INFO-I 213 Web Design and Development (3 cr.)
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)
- INFO-I 303 Organizational Informatics (3 cr.)

Mathematics Minor

Students must complete a minimum of 18 cr. hours in mathematics with a grade point average of 2.0 or higher. A minimum grade of C- is required in all courses taken for the minor. At least 6 cr. hours of mathematics must be completed at IU Kokomo.

Students must complete the following courses:

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

Students must also complete two courses from the following list of courses:

- MATH-M 311 Calculus III (4 cr.)
- MATH-M 313 Elementary Differential equations with Applications (3 cr.)
- MATH-M 347 Discrete Mathematics (3 cr.)
- MATH-M 403 Introduction to Modern Algebra (3 cr.)
- MATH-M 413 Introduction to Analysis I (3 cr.)
- MATH-M 415 Elementary Complex Variables with Applications (3 cr.)
- MATH-M 447 Mathematical Models and Applications I (3 cr.)
- MATH-M 463 Introduction to Probability I (3 cr.)
- MATH-M 471 Numerical Analysis I (3 cr.)
- MATH-T 336 Topics in Euclidean Geometry (3 cr.)

Nutritional Science Minor

The purpose of the Nutritional Science minor is to provide students with knowledge to: (a) make informed nutrition choices, (b) educate others about proper nutrition, (c) understand the community health systems and governmental agencies that provide nutritional sustenance for those who cannot afford it, and (d) interpret labels according to FDA guidelines.

The minor is open to any current IU Kokomo student who has a minimum 2.0 cumulative GPA. It is also open to graduates and community members who have a B.A. or B.S. degree with a minimum 2.0 cumulative GPA. For successful completion of the minor, students must attain a C in each required and elective course.

It is the student's responsibility to consult their school/unit to determine the suitability and practicality of the minor. This minor is not available to Health Science students who have a concentration in Nutritional Science.

Minor Requirements

Required Courses (6 cr.)

- HSCI-H 336 Nutrition Through the Life Cycle (3 cr.)
- HSCI-H 220 Nutrition for Health (3 cr.)

Elective Courses (choose 9 credit hours)

- HSCI-H 130 Introduction to Foods (3 cr.)
- HSCI-H 260 Nutritional Education and Counseling** (3 cr.)
- HSCI-H 273 Cultural Gustatory Perceptions (3 cr.)
- HSCI-H 328 Food Service System Management
- HSCI-H 361 Methods and Materials in Nutrition Ed**
- HSCI-H 365 Physical Assessment and Emergency Care (3 cr.)
- HSCI-H 366 Community Nutrition (3 cr.) (3 cr.)
- HSCI-H 378 Global Nutrition (3 cr.)
- HSCI-H 388 Advanced Human Nutrition and Metabolism (3 cr.)
- HSCI-H 406 Medical Nutrition Therapy I (3 cr.)
- HSCI-H 407 Medical Nutrition Therapy 2 (3 cr.)
- HSCI-H 442 Exercise and Nutrition (3 cr.)

** Fulfills a CHES requirement

Physics Minor

To obtain a minor in physics students must take the following courses:

Required Course: (A minimum of C- is required in all courses taken for the minor)

- PHYS-P 201 General Physics I (5 cr.) and PHYS-P 202 General Physics II (5 cr.) **OR**
 - PHYS-P 221 Physics I (5 cr.) and PHYS-P 222 Physics II (5 cr.)
- PHYS-P 301 Physics III (3 cr.) and PHYS-P 309 Modern Physics Lab (2 cr.)
- PHYS-P 310 Environmental Physics (3 cr.) or
- PHYS-S 406 Research Project (3 cr.)

Sustainability Minor

To complete a Sustainability Minor, students must complete a minimum of 18 credit hours with a minimum grade of C in each course. The first 9 credit hours form the foundation for the higher-level courses. Students must take SUST-C 301 Foundations in Sustainability as well as one course from the natural science category and one from the humanities and social sciences foundational course list.

Required Course:

- SUST-C 301 Foundations in Sustainability (3 cr.)

Natural Sciences foundational course options (**choose one**)

- BIOL-L 350 Environmental Biology (3 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)

Humanities and Social Sciences foundational course options (**choose one**)

- PHIL-P 107 Philosophy and the Environment (3 cr.)
- SOC-S 101 Social Problems (3 cr.)

The additional 9 credit hours must be completed at the upper level. Students must complete 2 upper level courses in one category and one in the other.

Natural Sciences:

- BIOL-L 350 Environmental Biology (3 cr.)
- GEOL-G 300 Environmental Geology and Urban Geology (3 cr.)
- GEOG-G 315 Environmental Conversation (3 cr.)
- GEOL-G 400/SUST-S 400 Energy Resources and Needs (3 cr.)
- SUST-S 305 Topics in Environmental Chemistry (3 cr.)

Humanities and Social Sciences:

- ENG-L 371 Critical Practices (Intro to Literary Ecocriticism) (3 cr.)
- SOC-S 308 Global Society (3 cr.)
- SOC-S 382 Environmental Sociology (3 cr.)
- POLS-Y 301 Political Parties and Interest Groups (3 cr.)

- POLS-Y 489 Environmental Policy (3 cr.)

Postbaccalaureate Certificate in Informatics

The informatics post-baccalaureate certificate (I-PBC) is designed for people who already have a baccalaureate degree (4 year) in a non-information technology (IT) area and who wish to take courses that will facilitate securing work in the IT field. A sample of the career opportunities for I-PBC graduates includes positions in organizations like: accounting services, airlines, automotive firms, data processing firms, K-12 education, financial management corporations, government agencies, hospitals, insurance companies, and publishing firms.

The I-PBC consists of 29 credit hours, at least 18 of which must be earned at IU Kokomo.

Required courses:

- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)
- INFO-I 213 Website Design and Development (3 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)
- INFO-I 303 Organizational Informatics (3 cr.)
- INFO-I 308 Information Representation (3 cr.)
- MATH-M 133 Topics in Probability and Statistics (2 cr.)

Up to six (6) credit hours from a prior degree can transfer into the I-PBC

Postbaccalaureate Certificate in Mathematics

The Postbaccalaureate Certificate in Mathematics is designed for those individuals who already hold a bachelor's degree in a discipline other than mathematics, but wish to pursue employment or graduate work in the field of mathematics.

REQUIREMENTS

1. Students must possess an earned baccalaureate degree. Current majors in mathematics and individuals who have successfully completed a degree with a major in mathematics are ineligible for the certificate.

2. Students must complete a minimum of 25 credit hours with a GPA of at least 2.0 and a minimum grade of C- in each course. At least 15 of those credits must be earned at IU Kokomo.

3. All students must complete:

- MATH-M 215 & M 216 Calculus I & II (10 cr.)
- MATH-M 311 Calculus III (3 cr.) and MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

4. In addition, students must select three from the following courses:

- MATH-M 313 Elementary Differential Equations with Applications
- MATH-M 403 Introduction to Modern Algebra
- MATH-M 413 Introduction to Analysis I
- MATH-M 414 Introduction to Analysis II (P: MATH-M 413)

- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 447 Mathematical Models and Applications I (P: MATH-M 311, C: M 360)
- MATH-M 463 Introduction to Probability 1 (3 cr.) P: MATH-M 311
- MATH-M 466 Introduction to Mathematical Statistics (3 cr.) P: MATH-M 463
- MATH-M 471 Numerical Analysis I (P: M 313)
- MATH-M 472 Numerical Analysis II (P: M 471)
- MATH-T 336 Topics in Euclidean Geometry

Bachelor of Science in Informatics – Collaborative Online Degree Program

As technology becomes increasingly prevalent in our lives, there's a growing need for skills in managing the digital world, and in understanding the social impact of computing and the big picture of how people and technology connects. Informatics focuses on putting information technology to work solving today's problems in healthcare, privacy, security, education, poverty, and the environment.

IU Online's Bachelor of Science in Informatics prepares you to harness the power of computing to bring about positive change and address challenges in such areas as business, security, privacy, healthcare, education, poverty, and environmental sustainability. Adopting tools and techniques from communication, mathematics, multimedia, and human-computer interaction design, you learn interdisciplinary approaches to transforming data into knowledge that creates real-world innovations.

Students may choose one of the following tracks:

- **Business track** - Coursework will provide instruction in several areas of business and business management, including accounting, bookkeeping, marketing, human resource management, financial management, and supply chain management.
- **Enterprise resource planning (ERP) track** - Students will study several skill areas within business ERP, including financial accounting, information systems, marketing, operation management, supply chain, and ERP.
- **Health information management track** - Coursework will provide instruction in several areas of health information management, including ethics, communication, confidentiality, and data analysis. Students will learn to follow standards of a professional healthcare environment, and to effectively and accurately analyze healthcare information.
- **Legal informatics track** - Students will study several skill areas necessary in legal informatics, including specialized technology, handling evidence, information governance, security, privacy, and protection of intellectual property. Students will assist with presenting a legal case in court.
- **Sustainability track** - Students will study several skill areas within sustainability studies, including environment, society and economy, natural science and social science principles of sustainability, and their application to innovative problem solving, and

application of sustainability to work and career choices.

The IU Online Bachelor of Science in Informatics prepares you for work in technology start-ups, health information systems, human-computer interaction, sustainability, and technology research, opening the door to such careers as:

- Database developer/manager
- Digital library specialist
- E-commerce specialist
- Information architect
- Information security professional
- Network manager
- Software developer
- System administrator
- User experience designer
- Web developer

This 100 percent online, consortial program is taught by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Degree Requirements

To graduate with the BS in Informatics students must complete a total of 120 credit hours, including the general education and college/school requirements of the home campus, and the following courses in informatics.

1. Informatics Core (39 cr.)

Complete **all** of the following courses:

- INFO-C 100 Informatics Foundations (3 cr.)
- INFO-C 112 Tools for Informatics: Programming and Databases (3 cr.)
- INFO-C 201 Mathematical Foundations of Informatics (3 cr.)
- INFO-C 203 Social Informatics (3 cr.)
- INFO-C 210 Problem Solving and Programming I (3 cr.)
- INFO-C 211 Programming 2 (3 cr.)
- INFO-C 300 Human Computer Interaction (3 cr.)
- INFO-C 307 Data Representation and Organization (3 cr.)
- INFO-C 399 Database Systems (3 cr.)
- INFO-C 413 Web Design and Development (3 cr.)
- INFO-C 450 System Design (3 cr.)
- INFO-C 451 System Implementation (3 cr.)
- INFO-C 452 Project Management (3 cr.)

2. Informatics Electives (9 cr.)

Complete **three** courses from the following:

- INFO-C 342 Mobile Application Development (3 cr.)
- INFO-C 421 Applications of Data Mining (3 cr.)
- INFO-C 453 Computer and Information Ethics (3 cr.)
- INFO-C 416 Applied Cloud Computing#(3 cr.)
- INFO-I 303 Organizational Informatics#(3 cr.)
- INFO-I 310 Multimedia Arts and Technology (3 cr.)
- INFO-I 441 Interaction Design Practice (3 cr.)
- INFO-I 459 Media and Tech Entrepreneurship (3 cr.)
- Any 300#or 400 online INFO/CSCI course(s) (3 cr.)

3. Informatics Tracks: Complete one of the following options:

A. Business Track (18 cr.)

- 1) Accounting: Complete **one** of the following:
 - BUS-A 201 Introduction to Financial Accounting (3 cr.)
 - BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- 2) Management:
 - BUS-J 404 Business and Society##(3 cr.)
- 3) Marketing: Complete **one** of the following:
 - BUS-M 300 Introduction to Marketing#(3 cr.)
 - BUS-M 301 Introduction to Marketing #(3 cr.)
- 4) Human Resources:
 - BUS-Z 440 Personnel: Human Resource Management##(3 cr.)
- 5) Finance: Complete **one** of the following:
 - BUS-F 301 Financial Management (3 cr.)
 - BUS-F 302 Financial Decision Making (3 cr.)
- 6) Operations: Complete **one** of the following:
 - BUS-P 301 Operations Management (3 cr.)
 - BUS-P 421 Supply Chain Management (3 cr.)

B. Health Information Management Track (15-18 cr.)

- 1) Medical Terminology: *Complete **one** of the following:*
 - HIM-M 195 Medical Terminology (3 cr.)
 - HIM-M 330 Medical Terminology (3 cr.)
 - AHLT-M 195 Medical Terminology (3 cr.)
 - AHLT-M 330 Medical Terminology (3 cr.)
- 2) Health Information Management: *Complete **one** of the following:*
 - HIM-M 101 Introduction to Health Records (3 cr.)
 - HIM-M 108 Introduction to Health Information Management (3 cr.)
 - AHLT-M 192 Introduction to Health Information Management and Reimbursement (3 cr.)
 - AHLT-M 392 Introduction to Health Information #(3 cr.)
- 3) Healthcare Standards: *Complete **one** of the following:*
 - HIM-M 301 Healthcare Quality and Information Management###(3 cr.)
 - HIM-M 325 Healthcare Information Requirements and Standards I#(3 cr.)
- 4) Health Information: *Complete **one** of the following:*
 - HIM-M 107 Computer Applications in Health Information Technology (3 cr.)
 - HIM-M 425 Quantitative Analysis of Health Information (3 cr.)
- 5) Choose between either the Pathophysiology & Pharmacology requirement **OR** the Electronic Health Records requirement

- Pathophysiology & Pharmacology: HIM-M 350 Pathophysiology and Pharmacology for HIM **I**AND HIM-M 351 Pathophysiology and Pharmacology for HIM II #(3 cr. each)
- Electronic Health Records: HIM-M 410 Computer Systems in Healthcare (3 cr.)

C. Legal Informatics Track (15 cr.)

- INFO-C 401 Foundations in Legal Informatics (3 cr.)
- INFO-C 402 Legal and Social Informatics of Security (3 cr.)
- INFO-C 403 Electronic Discovery (3 cr.)
- INFO-C 404 Litigation Support Systems and Courtroom Presentations (3 cr.)
- INFO-C 405 Technology and the Law#(3 cr.)

D. Enterprise Resource Planning Track (18 cr.)

- 1) Accounting: BUS-A 201 Introduction to Financial Accounting (3 cr.)
- 2) Information Systems: BUS-K 321 Management of Information Technology#(3 cr.)
- 3) Functional Areas of Business: Complete **two** of the following:
 - BUS-F 301 Financial Management (3 cr.)
 - BUS-M 300 Introduction to Marketing (3 cr.)
 - BUS-P 301 Operations Management (3 cr.)
 - BUS-P 421 Supply Chain Management (3 cr.)
- 4) ERP Operations: BUS-K 301 Enterprise Resource Planning (3 cr.)
- 5) ERP Programming and Configuration: Complete **one** of the following:
 - BUS-K 440 Business Intelligence (3 cr.)
 - BUS-S 435 Advanced Topics in Computer Information Systems (3 cr.)

E. Sustainability Track (15 cr.)

- 1) Foundations: SUST-S301 Foundations of Sustainability Studies (3 cr.)
- 2) Science: Complete **one** of the following:
 - AHLT-H 331#Environmental Health (3 cr.)
 - GEOL-G 185 Global Environmental Change (3 cr.)
 - GEOG-G 315 Environmental Conservation#(3 cr.)
 - GEOL-G 400 Energy: Sources and Needs (3 cr.)
 - GEOL-G 476 Climate Change Science#(3 cr.)
- 3) Social Sciences, Cultural, Economics: Complete **one** of the following:
 - BUS-B 399 Business and Society#(3 cr.)
 - GEOG-G 338 Geographic Information Systems#(3 cr.)
 - PHIL-P 306 Business Ethics (3 cr.)
 - POLS-Y 308 Urban Politics (3 cr.)
 - SOC-S 308 Global Society#(3 cr.)
 - SUST-B 399 Sustainable Food Systems (3 cr.)
- 4) Practicum: SUST-S490 Sustainability Practicum (3 cr.)

5) Elective: Complete **one** additional course from either Science or Social Sciences, Cultural, or Economics courses above. (3 cr.)

Bachelor of Science in Data Science – Collaborative Online Degree Program

In the Information Age, enormous amounts of data are generated every day in a range of areas, including social media, search engines, insurance companies, healthcare organizations, hospitals, defense, and retail. Data science is now a rapidly growing, high-paying field.

As a student in the IU Online B.S. in Data Science, you collect, organize, and analyze data to make meaningful conclusions. You write programs to perform data analysis on large, complex datasets. You evaluate the social, legal, and ethical issues that arise from the mass collection of data.

Specific areas of focus include:

- Data acquisition and storage
- Data exploration and curation
- Data modeling and analysis
- Data visualization and presentation
- Data ethics and governance

Your IU Online BS in Data Science prepares you for such careers as:

- Business intelligence analyst
- Data mining engineer, data architect, data scientist
- Analytics manager
- Research analyst
- Information officer

This 100 percent online, consortial program is taught by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Services and Resources

Students admitted to IU Online receive a full range of personalized services including:

- Onboarding
- Advising
- Success Coaching
- Math and Writing Support
- Career Services
- Peer Mentorship
- Tutoring

Degree Requirements

Students must complete general education and college/school requirements as directed by the campus of residence, as well as the following Data Science requirements, to total at least 120 credit hours.

Major Requirements

Professional Communication (6 cr.)

Select one from the following:

- CMCL-C 122 Interpersonal Communication (3 cr.)

- COMM-C 180 Introduction to Interpersonal Communication (3 cr.)
- COMM-C 223 Business and Professional Communication (3 cr.)
- SPCH-S 122 Interpersonal Communication (3 cr.)
- SPCH-S 223 Business and Professional Communication (3 cr.)

Select one from the following:

- ENG-W 230 Science Writing (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 233 Intermediate Expository Writing (3 cr.)
- ENG-W 234 Technical Report Writing (3 cr.)
- ENG-W 270 Argumentative Writing (3 cr.)

Computer Science (11 cr.)

- CSCI-A 204 Introduction to Programming I (4 cr.) *Taught using Python*
- CSCI-A 205 Introduction to Programming II (4 cr.) *Taught using Python*
- CSCI-A 310 Data Structures (3 cr.) *Taught using Python*

Mathematics (9 cr.)

- MATH-M 220 Calculus for Data Science I (3 cr.)
- MATH-M 230 Calculus for Data Science II (3 cr.)
- MATH-M 301 Linear Algebra and Applications;#(3 cr.) **OR**
 - MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

Statistics (9 cr.)

- PBHL-B 275 Probability Without Tears and Without Calculus (3 cr.) *Taught using Python*
- Biostatistics – Choose one of the following:
 - CSCI-C 337 Introduction to Biostatistics (R-based) (3 cr.); **OR**
 - PBHL-B 304 Biostatistics for Health Data Scientists a Computational Approach (3 cr.)
- PBHL-B 384 Classical Biostatistical Regression Methods (R-based) (3 cr.)

Data Science Core (30 cr.)

- Capstone Experience – Choose one of the following:
 - INFO-I 491 Capstone Project Internship; **OR**
 - INFO-I 492 Senior Thesis
- CSCI-C 442 Database Systems
- CSCI-N 317 Computation for Scientific Applications
- INFO-I 308 Information Representation
- INFO-I 416 Applied Cloud Computing for Data Intensive Sciences
- INFO-I 421 Applications of Data Mining
- INFO-I 453 Computer and Information Ethics
- NEWM-N 328 Visualizing Information
- PBHL-B 352 Fundamentals of Data Management
- Statistical Learning – Choose one of the following:
 - INFO-I 415 Introduction to Statistical Learning; **OR**

- PBHL-B 420 Introduction to Statistical Learning

You can transfer up to 64 credit hours from a regionally accredited community college, or 90 credit hours from an accredited four-year university or college.

Bachelor of Arts in Sustainability Studies – Collaborative Online Degree Program

Sustainability studies is quickly becoming one of the most important fields as the global population faces increasingly pressing environmental challenges. As a student in the B.A. in Sustainability Studies, you study climate, energy, geography, history, sociology, and economics to understand the complex environmental problems of today. You learn modern conservation methods and techniques and adopt a transformative mindset so that you can become an effective agent of change.

When you complete the program, you will be able to:

- Identify fundamental environmental, social, and economic concepts associated with sustainability.
- Synthesize historical and contemporary and scientific and ethical arguments to develop a systems approach to sustainable practices.
- Use skills of persuasion, audience analysis, and aesthetic expression to advance rhetoric and argument, media communications, public relations, and political/community organizing related to sustainability.
- Apply quantitative and qualitative tools and metrics to design innovative sustainable practices and assess their impact.
- Demonstrate professional skills of leadership and collaboration through experiential learning (civic engagement, service learning, research, or internship) in order to apply sustainable solutions in real-life settings.

Your IU Online B.A. in Sustainability Studies prepares you for such careers as:

- Sustainability policy consultant
- Environmental advocate
- Environmental engineer
- Natural sciences manager
- Sustainability program coordinator
- Energy auditor or manager
- Ecotourism guide

This 100 percent online, consortial program is taught by IU East, IU Kokomo, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Services and Resources

Students admitted to IU Online receive a full range of personalized , including:

- Onboarding
- Advising
- Success Coaching
- Math and Writing Support

- Career Services
- Peer Mentorship
- Tutoring

Degree Requirements

To earn the B.A. in Sustainability Studies, you must complete 120 credit hours. You complete the standard degree requirements (including campus general education requirements and the BA general education requirements at IU Kokomo) of your campus and school of enrollment, plus the 42 hours of the B.A. in Sustainability Studies major requirements.

Major requirements (42 credit hours) are broken down into the categories below. You have numerous courses within each category to choose from.

- Introduction to Sustainability (3 cr.)
- Scientific Foundations of Sustainability (3 cr.)
- Sustainability Science (6 cr.)
- Social and Behavioral Foundations of Sustainability (6 cr.)
- Sustainability in the Arts and Humanities (3 cr.)
- Methods and Techniques for Sustainability (6 cr.)
- Written Communication (3 cr.)
- Business and Economics of Sustainability (3 cr.)
- Sustainability Capstone (3 cr.)
- Sustainability Electives (6 cr.)

Admissions

Students who meet the admission standards of their home campus will be admitted directly into the B.A. in Sustainability Studies major.

Courses

Samples of Major Requirement Courses

- AHLT-H 331 Environmental Health (3 cr.)
- ENGL-W 270 Argumentative Writing (3 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOG-G 114 Global Environmental Changes (3 cr.)
- GEOG-G 320 Population Geography (3 cr.)
- GEOG-G 337 Computer Cartography and Graphics (3 cr.)
- GEOG-G 478 Global Change, Food, and Farming Systems (3 cr.)
- SUST-C 330 Scientific Foundations in Sustainability (3 cr.)
- SUST-C 350 Sustainability in the Arts and Humanities (3 cr.)
- SUST-C 490 Capstone in Sustainability (3 cr.)
- SUST-S 201 Foundations in Sustainability (3 cr.)
- SUST-S 491 Internship in Sustainability (3 cr.)

You can transfer up to 64 credit hours from a regionally accredited community college, or 90 credit hours from an accredited four-year university or college.

Science and Technology Minor

To obtain a minor in science and technology students must take the following: (A minimum of C- is required in all courses taken for the minor)

Take one of the following courses (4 cr.)

- Computing: INFO-I 101 Introduction to Informatics (4 cr.) **or**
 - CSCI-B 100 Problem Solving Using Computers (4 cr.)

Take a minimum of four of the following courses (from at least four different disciplines), with a minimum of three courses with a lab (18-20 cr.). Two of the courses below (one with a lab) can be used to meet the Scientific Ways of Knowing of the General Education curriculum.

- Astronomy: AST-A 110 Introduction to Astronomy (3 cr.)
- Biology: BIOL-L100 Humans and the Biological World (5 cr.) with lab **or**
 - BIOL-L 121 Biology 1 (5 cr.) with lab
- Chemistry: CHEM-C 100/C 120 The World of Chemistry (5 cr.) with lab **or**
 - CHEM-C 109/129 Intro Chemistry for Health and Nursing (5 cr.) with lab
- Geology/physical geography: GEOL-G 107 Physical Systems of the Environment (3 cr.) **or**
 - GEOL-G 100 General Geology (5 cr.) with lab **or**
 - GEOL-G 133 Geology of the United States (5 cr.) with lab
- Physics: PHYS-P 100 Physics in the Modern World (5 cr.) with lab

Pre-Clinical Lab Science track

Students interested in this program should enroll in the B.S. in Biological and Physical Sciences at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirements for these degree programs available on other campuses. Students are advised to consult with their academic advisors, faculty members, and appropriate program websites regarding admission requirements including courses, required grades and other admission requirements.

Students must complete:

- the core requirements of the B.S. in Biological and Physical Sciences (for 200-/300-400-level courses) including the Communications, Mathematics, and Informatics requirements of the degree.
- The IU Kokomo general education requirements

In addition, student must be complete the following courses as part of the pre-clinical lab science track:

- BIOL-L 121 Biology 1 (5 cr.)*
- BIOL-L 122 Biology 2 (5 cr.)
- BIOL-L 321 Human Immunology (3 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- CHEM-C 105/125 Principles of Chemistry I with lab (5 cr.)
- CHEM-C 106/126 Principles of Chemistry II with lab (5 cr.)
- CHEM-C 310/311 Analytical Chemistry with lab (5 cr.)
- CHEM-C 341/343 Organic Chemistry I with lab (5 cr.)
- ENG-W 221 Writing in the Disciplines or 231 Professional Writing Skills (3 cr.)

- MICR-M 310/315 Principles of Microbiology with lab (5 cr.)
- SPCH-S 121 Public Speaking (3 cr.)*

*Meets IU Kokomo general education requirements

Pre-Cytotechnology track

Students interested in this program should enroll in the B.S. in Biological and Physical Sciences at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirements for these degree programs available on other campuses. Students are advised to consult with their academic advisors, faculty members, and appropriate program websites regarding admission requirements including courses, required grades and other admission requirements.

Students must complete:

- the core requirements of the B.S. in Biological and Physical Sciences (for 200-/300-400-level courses) including the Communications, Mathematics, and Informatics requirements of the degree.
- The IU Kokomo general education requirements

In addition, students must complete the following courses as part of the pre-cytotechnology track:

- ANAT-A 215 Human Anatomy (5 cr.)
- BIOL-L 121 Biology 1 (5 cr.)*
- BIOL-L 122 Biology 2 (5 cr.)
- ENG-W 221 Writing in the Disciplines (3 cr.) or ENG-W 231 Professional Writing Skills (3 cr.)
- CHEM-C 105/125 Principles of Chemistry I and lab* (5 cr.)
- CHEM-C 106/126 Principles of Chemistry II and lab (5 cr.)
- PHSL-P 215 Human Physiology* (5 cr.)

Select at least three of the following:

- BIOL-L 321 Human Immunology (3 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.)
- MICR-M 310/315 Principles of Microbiology and lab (5 cr.)

*Meets IU Kokomo general education requirements

Pre-Dental Hygiene track

Students interested in dental hygiene should enroll in the Bachelor of Health Sciences at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirements for the B.S. in Dental Hygiene available on other campuses. Students are advised to consult with their academic advisors, faculty members, and appropriate program websites regarding admission requirements including courses, required grades, and other admission requirements.

Students must complete:

- the core requirements of the B.S. in Health Sciences (38 cr.)

- one of the Health Sciences concentrations (Health Education and Promotion or Exercise and Sport Science)
- The IU Kokomo general education requirements

In addition, students must complete the following courses as part of the pre-dental hygiene track:

- ANAT-A 215 Anatomy and lab (5 cr.) (part of the Health Sciences B.S. core requirements)
- CHEM-C 109/129 Intro Chemistry for Health and Nursing (5 cr.)* or
 - CHEM-C 101/121 Elementary Chemistry I (5 cr.)* AND
 - CHEM-C 102/122 Elementary Chemistry II (5 cr.)
- ENG-W 131 Reading, Writing, Inquiry (3 cr.)*
- MICR-J 200/201 Microbiology and lab (4 cr.)*
- PHSL-P 215 Physiology and lab (5 cr.)*
- PSY-P 103 General Psychology (3 cr.)*
- SOC-S 100 Introduction to Sociology (3 cr.)*
- SPCH-S 121 Public Speaking (3 cr.)*

*Meets IU Kokomo general education requirements

Pre-Nuclear Medicine Technology track

Students interested in this program should enroll in the B.S. in Biological and Physical Sciences at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirements for these degree programs available on other campuses. Students are advised to consult with their academic advisors, faculty members, and appropriate program websites regarding admission requirements including courses, required grades and other admission requirements.

Students must complete:

- the core requirements of the B.S. in Biological and Physical Sciences (for 200-/300-400-level courses) including the Communications, Mathematics, and Informatics requirements of the degree.
- The IU Kokomo general education requirements

In addition, student must be complete the following courses as part of the pre-nuclear medicine technology track:

- AHLT-R 185 Medical Terminology or equivalent (2 cr.)
- ANAT-A 215 Basic Human Anatomy (5 cr.)
- CHEM-C 105/125 Principles of Chemistry I (5 cr.)
- ENG-W 131 Reading, Writing, Inquiry (3 cr.)*
- ENG-W 231 Professional Writing Skills (3 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)*
- PHSL-P 215 Basic Human Physiology (5 cr.)*
- PHYS-P 201 General Physics (5 cr.)*
- PSY-P 103 General Psychology (3 cr.)*
- SPCH-S 121 Public Speaking (3 cr.)*

*Meets IU Kokomo general education requirements

Pre-Physical Therapy and Pre-Occupational Therapy

Students interested in Physical Therapy or Occupational Therapy should enroll in the Bachelor of Health Sciences (concentration in Exercise and Sport Science) at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirements for the Doctorate of Physical Therapy (DPT) at IUPUI at, <https://shhs.iupui.edu/graduate-professional/physical-therapy/doctor-physical-therapy/admissions/index.html>.

Students are advised to consult with their advisors, Health Sciences faculty members, and the IUPUI DPT website regarding admission requirements including courses, required grades, and other admission requirements.

Pre-Physical Therapy

Physical therapists work with individuals of all ages and treat patients with conditions such as burns; soft tissue injuries; heart and lung disabilities; and problems with nerves, muscles, and bones. Physical therapists use their skills to assist in patient rehabilitation following many types of surgical procedures.

Physical therapists, as members of the health care team, have roles in addition to direct work with patients. They may organize prenatal classes. They have responsibility for many aspects of preventive medicine such as developing screening programs in schools. Some physical therapists are in administration, others work in research, and some teach courses in physical therapy.

Because physical therapists (PTs) are involved in total maintenance and restoration of health and the prevention of disease, they must know how to apply physical, biological, social, and medical sciences to individuals.

It is essential for physical therapists to evaluate the physical status of patients. Based on results of the evaluations, the PTs, in consultation with referring physicians, establish treatment programs. Then, the physical therapist guides the application of the treatments and makes alterations as the needs of the patient change.

Pre-Physical Therapy Track Specific Requirements:

1. Biology courses (10 cr.)
 - ANAT-A 215 Basic Human Anatomy (5 cr.)
 - PHSL-P 215 Basic Human Physiology (5 cr.)
2. Chemistry courses (10 cr.)
 - CHEM-C 105/125 Principles of Chemistry I (5 cr.)
 - CHEM-C 106/126 Principles of Chemistry II (5 cr.)
3. Physics courses (10 cr.)
 - PHYS-P 201/202 General Physics I (10 cr.)
4. Psychology courses (6 cr.)
 - PSY-P 103 General Psychology (3 cr.)
 - PSY-P 216 Life Span Development (3 cr.)
5. Medical Terminology (2 cr.)
 - CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) or AHLT-R 185 Medical Terminology (2 cr.)
6. Health Sciences courses (6-9 cr.)

Required:

- HSCI-H 204 Motor Development (3 cr.)
- HSCI-H 212 Introduction to Exercise Science (3 cr.)
- HSCI-H 409 Basic Physiology of Exercise (3 cr.)

HSCI-H 452 is recommended for the pre-physical therapy track and will count toward the 30 cr. requirement at the 300-/400-level in courses from the School of Sciences (pre-physical therapy track only).

Pre-Occupational Therapy

Among the fastest growing of the allied health professions is occupational therapy. Professionals in this field are concerned with an individual's ability to engage in the normal activities of everyday life. Focusing on self-care, work, and play, registered occupational therapists determine the extent to which their patients or clients can function. Inability to function in certain areas may be due to lack of muscle strength, limitations in the range of motion in extremities, or the inability to properly integrate sensation. Other reasons include emotional disorders and social problems. After the assessment of the individual's level of function, the therapist plans a treatment program, taking into account the needs, abilities, and desires of the patient. The treatment techniques may include a variety of therapeutic methods, as well as common activities specifically adapted for the patient.

Pre-Occupational Therapy Track Specific Requirements:

1. Biology courses (10 cr.)
 - ANAT-A 215 Basic Human Anatomy (5 cr.)
 - PHSL-P 215 Basic Human Physiology (5 cr.)
2. Psychology courses (9 cr.)
 - PSY-P 103 General Psychology (3 cr.)
 - PSY-P 216 Life Span Development (3 cr.)
 - PSY-P 324 Abnormal Psychology (3 cr.)
3. Medical Terminology (2 cr.)
 - CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
4. Sociology (3 cr.)
 - SOC-S 100 Introduction to Sociology (3 cr.)

Pre-Radiation Therapy track

Students interested in this program should enroll in the B.S. in Biological and Physical Sciences at IU Kokomo. By selecting appropriate elective courses, students can then complete the admission requirements for these degree programs available on other campuses. Students are advised to consult with their academic advisors, faculty members, and appropriate program websites regarding admission requirements including courses, required grades and other admission requirements.

Students must complete:

- the core requirements of the B.S. in Biological and Physical Sciences (for 200-/300-400-level courses) including the Communications, Mathematics, and Informatics requirements of the degree.
- The IU Kokomo general education requirements

In addition, students must complete the following courses as part of the pre-radiation therapy track:

- AHLT-R 185 Medical Terminology or equivalent (2 cr.)
- ANAT-A 215 Basic Human Anatomy (5 cr.)
- BUS- Business electives (2 courses of 3 cr.)

- CHEM-C 105/125 Principles of Chemistry I (5 cr.)
- ENG-W 131 Reading, Writing, Inquiry (3 cr.)*
- ENG-W 231 Professional Writing Skills (3 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)*
- PHSL-P 215 Basic Human Physiology (5 cr.)*
- PHYS-P 201 General Physics (5 cr.)*
- PSY-P 103 General Psychology (3 cr.)*
- SPCH-S 121 Public Speaking (3 cr.)*

*Meets IU Kokomo general education requirements

Graduate Certificate in Biology - Online Collaborative

As a student in the IU Online Graduate Certificate in Biology, you analyze and explore the nature of life and living organisms at an advanced level. You gain the ability to break down and analyze biological concepts for an undergraduate audience, the ability to develop and analyze hypotheses and experiments, a fluency with scientific literature, and a richer understanding of biology in the natural world around us.

Specific areas of focus include:

- Evolution
- Ecology and environmental biology
- Organismal biology
- Cell and molecular biology, and biochemistry
- Genetics, bioinformatics, and genomics
- Anatomy and physiology
- Developmental biology

Many online support services are available to assist you as you progress through the program.

Of Special Interest for Dual-credit and Community College Instructors Needing to Meet HLC Standards

The Graduate Certificate in Biology is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in biology to hold either a master's degree in biology or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than biology, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Biology.
- If you plan to pursue the IU Online MAT in Biology, you may apply the 18 credit hours from the Graduate Certificate in Biology toward the master's degree.

Your IU Online Graduate Certificate in Biology prepares you for such careers as:

- Biology dual-credit teacher (high school)
- Biology instructor (community college)

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements

To earn the Graduate Certificate in Biology, you must complete 18 credit hours.

Requirements are broken down as follows:

- Core course (3 cr.)
- Molecular-cellular-level electives (6 cr.)
- Organismal-level electives (6 cr.)
- Capstone course (3 cr.)

To be accepted to this program, you must have:

1. A bachelor's degree
2. 3.0 GPA or above on a 4.0 scale

To apply to this program, complete an online application that includes:

1. Official transcripts from each undergraduate institution
2. A 250-word personal statement explaining your background and reasons for entering the program

Required Coursework

To earn the Graduate Certificate in Biology students will complete six graduate biology courses that meet the distribution and breadth requirements described below for a total of 18 credits.

1. Evolutionary Biology (3 cr.)

GC Biology students complete the following course:

- BIOL-T 570 Evolution (3 cr.)

2. Molecular-Cellular Biology (6 cr.)

GC Biology students complete two (2) courses selected from this list:

- BIOL-T 571 Introductory Biochemistry (3 cr.)
- BIOL-T 574 The Immune System and Disease (3 cr.)
- BIOL-T 575 Molecular Biology (3 cr.)
- BIOL-T 577 Molecular Genetics and Genomics (3 cr.)

3. Organismal Biology (6 cr.)

GC Biology students complete two (2) courses selected from this list:

- BIOL-T 582 Advanced Field Zoology (3 cr.)
- BIOL-T 583 Problems in Genetics - Higher Organisms (3 cr.)
- BIOL-T 585* Model Organisms in Research (*Counted only once) (3 cr.)
- BIOL-T 586 Principles of Ornithology (3 cr.)

4. GC Biology Capstone (3 cr)

GC Biology students complete one capstone course selected from this list:

- BIOL-T 585 Model Organisms in Research (3 cr.)
- BIOL-T 591 History of Life (3 cr.)
- BIOL-T 592 Social Implications of Biology (3 cr.)

Graduate Certificate in Chemistry-Online

As a student in the IU Online Graduate Certificate in Chemistry, you analyze and explore the chemical processes and principles of organic and inorganic substances. You develop an understanding of multiple subdisciplines of chemistry, and you adopt a methodological approach to problem solving. When you complete the certificate, you will be able to break down chemical concepts and processes, design experiments and assignments to teach chemical concepts, and critically analyze chemistry-related press releases and news.

Specific areas of focus include:

- Inorganic chemistry
- Organic synthesis
- Organic spectroscopy
- Physical chemistry
- Biochemistry
- Environmental chemistry
- Nuclear chemistry

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The Graduate Certificate in Chemistry is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in chemistry to hold either a master's degree in chemistry or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than chemistry, you can meet HLC standards by completing the 18 credit hour Graduate Certificate in Chemistry.
- If you plan to pursue the [IU Online MAT in Chemistry](#), you may apply the 18 credit hours from the Graduate Certificate in Chemistry toward the master's degree.

Many online support services are available to assist you as you progress through the program.

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements

To earn the Graduate Certificate in Chemistry, you must complete 18 credit hours.

Requirements are broken down as follows:

- Core course (3 cr.)
- Electives (15 cr.)

Students complete five classes chosen from the following list:

- CHEM-T 510 Inorganic Chemistry (3 cr.)
- CHEM-T 520 Organic Synthesis (3 cr.)
- CHEM-T 530 Organic Spectroscopy (3 cr.)

- CHEM-T 540 Physical Chemistry (3 cr.)
- CHEM-T 550 Introductory Biochemistry (3 cr.)
- CHEM-T 555 Survey in Chemistry VT: Organic, Analytical, Inorganic, etc. (3 cr.)
- CHEM-T 560 Environmental Chemistry (3 cr.)
- CHEM-T 570 Nuclear Chemistry (3 cr.)
- CHEM-T 580 Physical Biochemistry (3 cr.)

Required:

- CHEM-T 590 Chemistry Capstone (3 cr.)

Prerequisite: Students must have completed at least 9 hours of graduate chemistry coursework prior to registration in the capstone.

Graduate Certificate in Mathematics - Online Collaborative

The IU Online Collaborative Graduate Certificate in Mathematics provides graduate-level instruction in algebra, analysis, geometry, differential equations and applications, and statistics. This program may be of special interest to instructors of finite mathematics, calculus and other introductory college-level mathematics courses who wish to learn to integrate new mathematical concepts and approaches into teaching.

Of Special Interest for Dual-Credit and Community College Instructors

The Graduate Certificate in Mathematics is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in mathematics to hold either a master's degree in mathematics or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you hold a master's degree in a discipline other than mathematics, you can meet HLC standards by completing the 18-credit hour Graduate Certificate in Mathematics
- If you plan to pursue the IU Online MAT in Mathematics, you may apply the 18 credit hours from the Graduate Certificate in Mathematics toward the master's degree.

This 100 percent online, consortial program is taught by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Certificate Requirements (6 courses/18 cr.)

The curriculum for the Graduate Certificate in Mathematics uses five topics course numbers with titles aligned to the standard categories covered by the program.

To earn the Graduate Certificate in Mathematics, students must complete six courses overall divided into two requirements.

The Graduate Certificate in Mathematics requirements are as follows:

1. Three courses (9 cr.) in three different core areas which are:
 - Algebra

- Analysis
- Topology and Geometry
- Differential Equations and Applications
- Probability and Statistics

2. Three additional courses (9 credits) in any area; therefore, students may complete the same course number multiple times with different topics.

Students meet requirements with enrollment selected from the following five GC in Mathematics courses:

- MATH-T 601 Topics in Algebra#(3 credits)
 - Topics may include: Introduction to Algebra, Survey in Algebra, and Number Theory
- MATH-T 610#Topics in Analysis (3 credits)
 - Topics may include: Real Variables 1, Complex Variables, Fourier Analysis
- MATH-T 620#Topics in Topology/Geometry#(3 credits)
 - Topics may include: Topology 1 and Geometry
- MATH-T 640#Topics in Differential Equations and Applications#(3 credits)
 - Topics may include: Numerical Analysis I, Numerical Analysis II, Operation Research – Modeling Approach, and Modeling and Asset Pricing
- MATH-T 650#Topics in Probability/Statistics#(3 credits)
 - Topics may include: Theory of Probability 1 and Applied Regression Analysis

General Studies Degree Program

Mission The General Studies degree is designed with the aim of providing nontraditional scheduling options for returning and adult students in North Central Indiana. Higher-education degree opportunities are offered through a variety of learning options including hybrid and 100% online distance education courses.

General Studies Degree Program The General Studies Degree Program where students earn a Bachelor of General Studies (B.G.S.) offers the opportunity of a college education to those who have been prevented from beginning or completing college coursework in a traditional degree program because of work schedules, domestic responsibilities, or logistical problems. The program enables students to complete a degree in general studies at their own pace. Coursework consists of a core of arts and sciences courses - Arts and Humanities; Science and Mathematics; Social and Behavioral Sciences - and a wide range of electives. Requirements toward a degree may be completed in a variety of ways, allowing students to design a flexible program of study that is tailored to their backgrounds and needs.

Majors/Minors

- Bachelor of General Studies Degree
 - In-person or fully online

Certificates

- Certificate in Contemporary Entrepreneurship

Additional Information

- Previously Earned Credit

Bachelor of General Studies Degree

Note: The Bachelor of General Studies degree is available either in-person or fully online, <https://online.iu.edu/degrees/general-studies-bgs-iu-kokomo-undergraduate.html>

General Requirements

- Complete a minimum of 120 credit hours to graduate.
- Complete 69 credit hours of coursework in the arts and sciences (School of Humanities and Social Sciences and School of Sciences).
- Earn 30 of the final 60 credit hours toward a baccalaureate degree from Indiana University Kokomo.
- Earn a minimum of 30 credit hours at the 300- and 400- level of which 15 must be earned from Indiana University Kokomo.
- Complete the online SSCI-S 425 Capstone in General Studies course with a minimum grade of C-.
- Follow the campus General Education requirements. Please check the following list for specific General Education requirements.
- Earn a minimum cumulative grade point average (GPA) of 2.0.

Specific Degree Requirements (120 cr.)

- Complete 36 credit hours of coursework in three distribution areas, with a C- grade or better, as follows:
 - 12 credit hours in arts and humanities (must have courses from at least two different academic areas)
 - 12 credit hours in science and mathematics (must have courses from at least two different academic areas)
 - 12 credit hours in social and behavioral sciences (must have courses from at least two different academic areas)
- Complete 18 additional credit hours in one of the preceding areas as a concentration, with a C- grade or better.
- Complete 66 credit hours of electives, 15 of which must be from the arts and sciences (School of Humanities and Social Sciences and School of Sciences).
- Elective and concentration area courses can be used to meet the campus General Education requirements.

Previously Earned Credit

Recognition of Previously Earned Credit

Many students in the General Studies Program have previously earned academic credit at Indiana University or at other institutions. Such credit is applied to the degree requirements of the B.G.S. degree within the guidelines listed below.

Credits Eligible for Transfer from Institutions Other than Indiana University Kokomo

A maximum of 90 credit hours [64 from a community college] can be applied to the B.G.S. degree, provided the applicant has earned grades of C or better. In order for transfer credit to be applied in any of the required areas of learning, courses taken must be equivalent in nature to those offered by Indiana University Kokomo in these areas. Courses taken at another institution in which the student received grades of D or F will not be accepted for credit.

Credit by Examination at Indiana University Kokomo

Students who wish to pursue credit by examination at Indiana University Kokomo should consult with their General Studies degree program advisor.

Credit by Examination from Other Institutions

If the transcript indicates credit by examination and if students do not enroll in sequential courses to validate their knowledge in the subject matter, credit will be granted only on the basis of review by the appropriate academic department of Indiana University Kokomo.

Credit Awarded Through Non-Departmental Examinations

The General Studies degree program awards credit for such programs as Advanced Placement Examinations, DSST, and College Level Examination Programs (CLEP). For more information, consult your advisor.

Military Service Credit

Veterans of military service and military personnel on active duty are eligible for academic credit as a result of their military training and experience. The General Studies degree program follows the provisions of the American Council on Education's "Guide to Evaluation of Educational Experiences in the Armed Services" in granting credit.

Paramedic and EMT certification Special credit for students who have their EMT and/or Paramedic certification can be awarded.

Graduation Requirements

To be eligible for graduation, students must complete the course work specified in their plans of study with an overall grade point average of 2.0 (C) or better. Students must receive a grade of C- or better in all courses used to fulfill course requirements in the three principal areas and the concentration area of learning. Any course in which a student receives a grade of D will count as a general elective to fulfill total credit hours required for the degree program.

Student Responsibility

Students should understand that the responsibility for designing an appropriate academic program and for meeting every degree requirement rests with them; academic advisors are obligated only to assist students in meeting this responsibility. Students needing clarification of any of the requirements for their baccalaureate degrees are urged to obtain that clarification from their academic advisors.

Certificate in Contemporary Entrepreneurship

The certificate is designed to offer students the opportunity to complement their major in General Studies with an

additional concentration in Entrepreneurship. Offered under the auspices of the General Studies degree program with administrative oversight by the School of Business, students will take a series of courses and receive a certificate that endorses their knowledge in this area. The Contemporary Entrepreneurship Certificate has strong synergies with other strategic initiatives by the campus by adding an additional and critical educational component to support economic development and potential professional and technical job creation across north central Indiana. A certificate in contemporary entrepreneurship is awarded upon completion of these five required courses* (15 cr.):

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- BUS-L 200 Elements of Business Law (3 cr.)
- BUS-W 211 Contemporary Entrepreneurship (3 cr.)
- ECON-E 200 Fundamental of Economics (3 cr.)

*These courses do not fulfill School of Business degree requirements

Transfer Singular-Articulation Pathways

BS Biology TSAP

Fall Year 1

- BIOL-L 321 Human Immunology (3 cr.)(minimum grade C-)
- CHEM-C 341/343 Organic Chemistry I or PHYS-P 201/221 General Physics I (5 cr.)
- INFO-I 101 Introduction to Informatics (4 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)

Total 15 credits

Spring Year 1

- BIOL-L 364 Principles of Genetics (3 cr.)(minimum grade C-)
- CHEM-C 342/344 Organic Chemistry II or PHYS-P 202/222 General Physics II (5 cr.)
- ENG-W 221 Writing in the Disciplines (3 cr.) minimum grade C-)
- MICR-M 310 Microbiology (3 cr.)(minimum grade C-)
- MICR-M 315 Microbiology (2 cr.)(minimum grade C-)

Total 16 credits

Fall Year 2

- BIOL-L 329 Biochemistry 1: Proteins and Enzymes (5 cr.)(minimum grade C-)
- BIOL-L 367 Cell Physiology (3 cr.)(minimum grade C-)
- BIOL-L 473 Ecology (3 cr.)(minimum grade C-)
- BIOL-L 474 Laboratory in Ecology (2 cr.)(minimum grade C-)
- General Education Elective: DIV or ERC (3 cr.)

Total 16 credits

Spring Year 2

- BIOL-L 403 Biology Seminar (3 cr.)(minimum grade C-)
- BIOL-L 490 Individual Study (3 cr.)(minimum grade C-)
- BIOL-L 345 Vertebrate Biology (3 cr.)(minimum grade C-)
- General Education Elective: DIV or ERC (3 cr.)

Total 12 credits

Chemistry BS TSAP

Fall Year 1

- BIOL-L 121 Biology 1 (5 cr.)(minimum grade C-)
- CHEM-C 250 Introduction to Genomics and Proteomics (3 cr.)(minimum grade C-)
- CHEM-C 300 Energy and Green Chemistry - a natural science perspective (4 cr.)(minimum grade C-)
- CHEM-C 361 Physical Chemistry of Bulk Matter (3 cr.)(minimum grade C-)

Total 15 credits

Spring Year 1

- BIOL-L 122 Biology 2 (5 cr.)
- CHEM-C 310 Analytical Chemistry (3 cr.)(minimum grade C-)
- CHEM-C 311 Analytical Chemistry Laboratory (2 cr.)(minimum grade C-)
- CHEM-C 362 Physical Chemistry of Molecules (3 cr.)(minimum grade C-)
- MATH-L 211/213 Molecular Biology (3 cr.)

Total 16 credits

Fall Year 2

- CHEM-C 329 Biochemistry I: Proteins and Enzymes (5 cr.)(minimum grade C-)
- CHEM-Y 398 Professional Practice in Chemistry (3 cr.)(minimum grade C-)
- INFO-I 101 Introduction to Informatics (4 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 15 credits

Spring Year 2

- CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.)(minimum grade C-)
- CHEM-C 409 Chemical Research (3 cr.)(minimum grade C-)
- CHEM-C 495 Capstone in Chemistry (3 cr.)(minimum grade C-)
- General Education Elective: DIV or ERC (3 cr.)

Total 14 credits

Informatics BS with Cognate in Biology

Fall Year 1

- ENG-W 221 (3 cr.)
- INFO-I 210 (4 cr.)
- INFO-I 300 (3 cr.)

- PHIL-P 100 (3 cr.)
- General Elective (1 cr.)

Total 14 credits

Notes: BIOL-L 121 is fulfilled by BIOL 107

Spring Year 1

- BIOL-L 122 (5 cr.)
- INFO-I 201 (4 cr.)
- INFO-I 202 (3 cr.)
- INFO-I 211 (4 cr.)

Total 16 credits

Fall Year 2

- BIOL-L 321 (3 cr.)
- ENG-W 231 (3 cr.)
- INFO-I 450 (3 cr.)
- MATH-K 310 (3 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 15 credits

Spring Year 2

- BIOL-L 364 (3 cr.)
- INFO-I 303 (3 cr.)
- INFO-I 308 (3 cr.)
- INFO-I 451 (3 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 15 credits

Informatics BS with Cognate in Business

Fall Year 1

- BUS-W 100 (3 cr.)
- ECON-E 200 (3 cr.)
- ENG-W 221 (3 cr.)
- INFO-I 210 (4 cr.)
- INFO-I 300 (3 cr.)

Total 16 credits

Spring Year 1

- ENG-W 231 (3 cr.)
- INFO-I 201 (4 cr.)
- INFO-I 202 (3 cr.)
- INFO-I 211 (4 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 17 credits

Fall Year 2

- BUS-K 201 (3 cr.)
- BUS-L 201 (3 cr.)
- INFO-I 450 (3 cr.)
- MATH-K 310 (3 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 15 credits

Spring Year 2

- BUS-K 321 (3 cr.)
- BUS-Z 302 (3 cr.)
- INFO-I 303 (3 cr.)
- INFO-I 308 (3 cr.)
- INFO-I 451 (3 cr.)

Total 15 credits

Additional Notes:

May not be able to complete in 2 years if start in the spring term.

Informatics BS with Cognate in Chemistry

Fall Year 1

- ENG-W 221 (3 cr.)
- INFO-I 210 (4 cr.)
- INFO-I 300 (3 cr.)
- General Education Elective: DIV or ERC (3 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 16 credits

CHEM-C 105 is fulfilled by CHEM 105

Spring Year 1

- CHEM-C 106/126 (5 cr.)
- INFO-I 201 (4 cr.)
- INFO-I 202 (3 cr.)
- INFO-I 211 (4 cr.)

Total 16 credits

Fall Year 2

- CHEM-C 329 or CHEM-C 361 (3 cr.)
- CHEM-C 341 (3 cr.)
- ENG-W 231 (3 cr.)
- INFO-I 450 (3 cr.)
- MATH-K 310 (3 cr.)

Total 15 credits

Spring Year 2

- CHEM-C 310 (3 cr.)
- CHEM-C 342 (3 cr.)
- INFO-I 303 (3 cr.)
- INFO-I 308 (3 cr.)
- INFO-I 451 (3 cr.)

Total 15 credits

Additional Notes:

May not be able to complete in 2 years if start in the spring term.

Informatics BS with Cognate in Cognitive Science, Public Administration, or Sociology

Fall Year 1

- ENG-W 221 (3 cr.)
- INFO-I 210 (4 cr.)
- INFO-I 300 (3 cr.)

- General Education Elective: DIV or ERC (3 cr.)

Total 13 credits

Spring Year 1

- INFO-I 201 (4 cr.)
- INFO-I 202 (3 cr.)
- INFO-I 211 (4 cr.)
- Cognate course (3 cr.)
- Cognate course (3 cr.)

Total 17 credits

Fall Year 2

- ENG-W 231 (3 cr.)
- INFO-I 450 (3 cr.)
- MATH-K 310 or PSY-K 300 (3 cr.)
- Cognate course (3 cr.)
- Cognate course (3 cr.)

Total 15 credits

Spring Year 2

- INFO-I 303 (3 cr.)
- INFO-I 308 (3 cr.)
- INFO-I 451 (3 cr.)
- Cognate course (3 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 15 credits

Additional Notes:

May not be able to complete in 2 years if started in the spring term.

Informatics BS with Cognate in Computer Science

Fall Year 1

- ENG-W 221 (3 cr.)
- INFO-I 210 (4 cr.)
- INFO-I 300 (3 cr.)
- Elective (1 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 14 credits

Spring Year 1

- INFO-I 201 (4 cr.)
- INFO-I 202 (3 cr.)
- INFO-I 211 (4 cr.)
- Elective (2 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 16 credits

Fall Year 2

- ENG-W 231 (3 cr.)
- INFO-I 450 (3 cr.)
- MATH-K 310 (3 cr.)
- Cognate course (3 cr.)
- Cognate course (3 cr.)

Total 15 credits

Spring Year 2

- INFO-I 303 (3 cr.)
- INFO-I 308 (3 cr.)
- INFO-I 451 (3 cr.)
- Cognate course (3 cr.)
- Cognate course (3 cr.)

Total 15 credits

Additional Notes:

May not be able to complete in 2 years if start in the spring term.

Informatics BS with Cognate in Environmental and Earth Sciences

Fall Year 1

- ENG-W 221 (3 cr.)
- GEOL-G 100 (5 cr.)
- INFO-I 210 (4 cr.)
- INFO-I 300 (3 cr.)

Total 15 credits

Notes: CHEM-C 105 is fulfilled by CHEM 105

Spring Year 1

- SUST-S 305 (3 cr.) (fulfills ERC requirement)
- INFO-I 201 (4 cr.)
- INFO-I 202 (3 cr.)
- INFO-I 211 (4 cr.)
- Elective (1 cr.)

Total 15 credits

Fall Year 2

- ENG-W 231 (3 cr.)
- INFO-I 450 (3 cr.)
- MATH-K 310 (3 cr.)
- Cognate course (3 cr.)
- General Education Elective: DIV (3 cr.)

Total 15 credits

Spring Year 2

- INFO-I 303 (3 cr.)
- INFO-I 308 (3 cr.)
- INFO-I 451 (3 cr.)
- Cognate course (3 cr.)
- Cognate course (3 cr.)

Total 15 credits

Additional Notes:

May not be able to complete in 2 years if start in the spring term.

Informatics BS with Cognate in Mathematics

Fall Year 1

- ENG-W 221 (3 cr.)
- INFO-I 210 (4 cr.)

- INFO-I 300 (3 cr.)
- MATH-M 215 (5 cr.)

Total 15 credits

Notes: CHEM-C 105 is fulfilled by CHEM 105

Spring Year 1

- INFO-I 201 (4 cr.)
- INFO-I 202 (3 cr.)
- INFO-I 211 (4 cr.)
- MATH-M 216 (5 cr.)

Total 16 credits

Fall Year 2

- INFO-I 210 (4 cr.)
- INFO-I 300 (3 cr.)
- MATH-K 310 (3 cr.)
- MATH-M 303 (3 cr.)

Total 13 credits

Spring Year 2

- INFO-I 303 (3 cr.)
- INFO-I 308 (3 cr.)
- INFO-I 451 (3 cr.)
- MATH-M 347 (3 cr.) or MATH-M 311 (4 cr.)
- General Education Elective: DIV or ERC (3 cr.)

Total 15-16 credits

Additional Notes:

May note be able to complete in 2 years if started in the spring term.

Master of Arts for Teachers in Biology - Online Collaboration

The IU Online Master of Arts for Teachers in Biology combines coursework in education and biology to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the biology component of the program, you study the nature of living organisms at an advanced level. You gain the ability to break down and analyze biological concepts for an undergraduate audience, the ability to develop and analyze hypotheses and experiments, a fluency with scientific literature, and a richer understanding of biology in the natural world around us.

Specific areas of focus include:

- Evolution
- Molecular and cellular biology, including biochemistry, cell biology, molecular and macromolecular biology, immunology, bioinformatics, and molecular genetics
- Organismal biology, including developmental biology, neurobiology, field zoology, marine

community ecology, animal nutrition, ornithology, horticulture, and ecology

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The stackable structure of the M.A.T. in Biology is ideal for high school and community college educators wanting to teach dual-credit courses, or for high school educators wanting to teach at the community college level. This program is designed to help you meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in biology to hold either a master's degree in biology or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Biology meets HLC standards.
- If you already hold a master's degree in a discipline other than biology, you can meet HLC standards by completing the Graduate Certificate in Biology.

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

MAT Requirements

To earn the MAT in Biology, you must complete 30 credit hours.

Requirements are broken down as follows:

- Biology component (3 credit hours)
- Molecular-cellular electives (6 credit hours)
- Organismal electives (6 credit hours)
- Capstone course (3 credit hours)
- Education component (12 credit hours)

Many online support services are available to assist you as you progress through the program.

To be accepted to this program, you must have:

1. A bachelor's degree

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

To apply to this program:

You must have completed two courses from the [Graduate Certificate in Biology](#) with a minimum grade point average of 3.0.

1. Biology Component (18 cr.)

Evolutionary Biology (3 cr.) *To satisfy this requirement, students will complete:*

- BIOL-T 570 Evolution (3 cr.)

Molecular-Cellular Biology (6 cr.) *Students complete 2 courses selected from this list:*

- BIOL-T 571 Introductory Biochemistry (3 cr.)

- BIOL-T 574 The Immune System and Disease (3 cr.)
- BIOL-T 575 Molecular Biology (3 cr.)
- BIOL-T 577 Molecular Genetics and Genomics (3 cr.)

Organismal Biology (6 cr.) *Students complete two courses selected from this list:*

- BIOL-T 582 Advanced Field Zoology (3 cr.)
- BIOL-T 583 Problems in Genetics - Higher Organisms (3 cr.)

2. Education Component (12 cr.)

Most IU collaborative MATs include the same four course/12 credit Coursework in Graduate Education.

To fulfill the Education Component of the MAT in Biology, students complete:

- EDUC-H 520 Education and Social Issues (3 cr.)
- EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)
- EDUC-P 507 Assessment in Schools (3 cr.)
- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)

Master of Arts for Teachers in Chemistry - Online Collaboration

The IU Online Master of Arts for Teachers in Chemistry combines coursework in education and chemistry to prepare you to be a dual-credit instructor at the high school and community college levels.

The educational component of the program teaches you how to apply the science and art of teaching to college-level instruction. Coursework covers instruction and curriculum, assessment, diversity and inclusive teaching, and research.

As a student in the chemistry component of the program, you study the chemical processes and principles of organic and inorganic substances in everyday life. You develop a dialogue with multiple sub-disciplines of chemistry, and you adopt a methodological approach to problem solving. You will learn how to break down chemical concepts and processes, design experiments and assignments to teach chemical concepts, and critically analyze chemistry-related press releases and news.

Specific areas of focus include:

- Inorganic chemistry
- Organic synthesis
- Organic spectroscopy
- Physical chemistry
- Biochemistry
- Environmental chemistry
- Nuclear chemistry

Many online support services are available to assist you as you progress through the program.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The stackable structure of the MAT in Chemistry is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers

wanting to teach dual-credit courses in chemistry to hold either a master's degree in chemistry or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Chemistry meets HLC standards.
- If you already hold a master's degree in a discipline other than chemistry, you can meet HLC standards by completing the Graduate Certificate in Chemistry.

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

MAT Requirements

To earn the Master of Arts for Teachers in Chemistry, you must complete 30 credit hours. Courses must be completed with a grade of B or higher and a minimum GPA of 3.0 is required.

Requirements are broken down as follows:

- Capstone (3 credit hours)
- Electives (15 credit hours)
- Education component (12 credit hours)

To be accepted to this program, you must have:

1. A bachelor's degree

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states

To apply to this program:

You must have completed two courses from the [Graduate Certificate in Chemistry](#) with a minimum grade point average of 3.0.

1. Chemistry Component (15 cr.)

Students complete five classes chosen from the following list:

- CHEM-T 510 Inorganic Chemistry (3 cr.)
- CHEM-T 520 Organic Synthesis (3 cr.)
- CHEM-T 530 Organic Spectroscopy (3 cr.)
- CHEM-T 540 Physical Chemistry (3 cr.)
- CHEM-T 550 Introductory Biochemistry (3 cr.)
- CHEM-T 555 Survey in Chemistry VT: Organic, Analytical, Inorganic, etc. (3 cr.)
- CHEM-T 560 Environmental Chemistry (3 cr.)
- CHEM-T 570 Nuclear Chemistry (3 cr.)
- CHEM-T 580 Physical Biochemistry (3 cr.)

Required:

- CHEM-T 590 Chemistry Capstone (3 cr.)

2. Education Component (12 cr.)

Most IU collaborative MATs include the same four course/12 credit Coursework in Graduate Education. To

fulfill the Education Component of the MAT in Chemistry, students complete:

- EDUC-H 520 Education and Social Issues
- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Assessment in Schools
- EDUC-Y 520 Strategies for Educational Inquiry

Master of Arts for Teachers in Mathematics - Online Collaboration

The IU Online Collaborative Master of Arts for Teachers in Mathematics combines graduate-level instruction in algebra, analysis, geometry, differential equations and applications, and statistics with graduate education coursework preparing graduates to be dual-credit instructor in high schools as well as mathematics instructors in community colleges. This program may be of special interest to dual credit instructors of finite mathematics, calculus, and other introductory college-level mathematics courses.

To earn the MAT in Mathematics, students must complete a total of 30 credit hours, including 18 credit hours in Mathematics and 12 credit hours in Education courses.

Mathematics Component (6 courses/18 cr.)

1. Three courses (9 cr.) in three different core areas which are:

- Algebra
- Analysis
- Topology and geometry
- Differential equations and applications
- Probability and statistics

2. Three additional courses (9 credits) in any area; therefore, students may complete the same course number multiple times with different topics.

Students meet requirements with enrollment selected from the following five GC/MAT Mathematics courses:

- MATH-T 601 Topics in Algebra (3 credits)
 - Topics may include: Introduction to Algebra, Survey in Algebra, and Number Theory
- MATH-T 610 Topics in Analysis (3 credits)
 - Topics may include: Real Variables 1, Complex Variables, Fourier Analysis
- MATH-T 620 Topics in Topology/Geometry (3 credits)
 - Topics may include: Topology 1 and Geometry
- MATH-T 640 Topics in Differential Equations and Applications (3 credits)
 - Topics may include: Numerical Analysis I, Numerical Analysis II, Operation Research – Modeling Approach, and Modeling and Asset Pricing
- MATH-T 650 Topics in Probability/Statistics (3 credits)
 - Topics may include: Theory of Probability 1 and Applied Regression Analysis

Education Component (4 courses/12 cr.)

MAT Mathematics students must complete all of the following courses:

- EDUC-H 520 Social Issues in Education (3 credits)
- EDUC-J 500 Instructions in the Context of Curriculum (3 credits)
- EDUC-P 507 Planning and Assessment (3 credits)
- EDUC-Y 520 Strategies for Educational Inquiry (3 credits)

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The stackable structure of the MAT in Mathematics is ideal for those who want to teach dual-credit courses and who need to meet Higher Learning Commission dual-credit qualification standards. These standards require teachers wanting to teach dual-credit courses in mathematics to hold either a master's degree in mathematics or a master's degree in another discipline (such as education), plus at least 18 credit hours of discipline-specific graduate coursework.

- If you need both discipline-specific coursework and a master's degree, the MAT in Mathematics meets HLC standards.
- If you already hold a master's degree in a discipline other than mathematics, you can meet HLC standards by completing the Graduate Certificate in Mathematics.

This 100 percent online, consortial program is taught by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

Undergraduate Courses

Anatomy

ANAT-A 215 Basic Human Anatomy (5 cr.) Fall, Spring. Structure of cells, tissues, organs, and systems and their relationship to function.

Astronomy

AST-A 100 The Solar System (3-4 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

AST-A 110 Introduction to Astronomy (3 cr.) Spring.

This course presents a survey of modern astronomy including planetary science, stellar and galactic astrophysics and cosmology.

Biology

undergraduate

BIOL-L 100 Humans and the Biological World (5 cr.)

Fall, Spring. Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.*

BIOL-L 105 Introduction to Biology (5 cr.) P: High school or college chemistry. Fall, Spring. Integrated picture of manner in which organisms at diverse levels of organization meet most problems in maintaining and

propagating life. Credit given for only one 100-level biology course.*

BIOL-L 121 Biology 1 (5 cr.) P: High School Chemistry. An introductory course to the principles of biology for science majors concentrating on cellular processes. Concepts covered include cell structure and functions, cell division, Mendelian genetics, and molecular genetics. This is the first course in the first-year biology sequence.

BIOL-L 122 Biology 2 (5 cr.) P: BIOL-L 121. An introductory course to the principles of biology for science majors concentrating on evolution, organismal biology, and ecology. Concepts covered include evolution and diversity, physiology of plants and animals, population ecology and ecosystems. This is the second course in the first-year biology sequence.

BIOL-L 203 Evolution and Diversity of Life (3 cr.) P: BIOL-L 122 or BIOL-L 211. Survey of plant and animal diversity with special reference to their origins, early evolution and subsequent radiations. The mechanisms of the diversity of various forms of life, past and present, and their relationships to their environment.

BIOL-L 211 Molecular Biology (3 cr.) P: BIOL-L 105. C: BIOL-L 213. Spring. Introduction to molecular biology, including mechanisms and regulation of gene expression as well as mechanisms of mutation, repair, and recombination of DNA.

BIOL-L 213 Molecular Biology Laboratory (2 cr.) C: BIOL-L 211. Spring. Accompanying laboratory for BIOL-L 211. Introduction to basic techniques in molecular biology.

BIOL-L 270 Humans and Microorganisms (3 cr.) Beneficial and harmful activities of bacteria, fungi, protozoa, viruses. Production of fermented foods, food poisoning and foodborne infections. Introduction to epidemiology, microbial diseases, antibiotics and immunization. Water and wastewater microbiology and waterborne infections.

BIOL-L 321 Human Immunology (3 cr.) P: BIOL-L 122, CHEM-C 101, or CHEM-C 105. Introductory course exploring the basic components and function of the immune system, stressing mechanisms that protect humans against pathogens and also how its dysfunction can lead to autoimmune disease, allergy, and cancer.

BIOL-L 329 Biochemistry I: Proteins and Enzymes (3-5 cr.) P: BIOL-L 122 or BIOL-L 211/BIOL-L 213, CHEM-C 341, CHEM-C 343. This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

BIOL-L 336 Evolutionary Medicine (3 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211. This course will examine human health and disease from an evolutionary perspective. Topics include the evolution of virulence, emerging diseases and options for controlling disease. This course will explore the interface between medicine and evolution through lecture, primary literature reading, class discussion and research projects.

BIOL-L 345 Vertebrate Biology (3 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211. Provides a general overview

of the biology of vertebrate animals including aspects of their evolutionary history, taxonomy, anatomy, physiology, behavior and natural history.

BIOL-L 350 Environmental Biology (3 cr.) P: Junior or Senior standing. Global ecology in relation to human needs; human population growth and impact; pollution; land use; and political and social aspects of environmental sciences.

BIOL-L 364 Principles of Genetics (3-5 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211. Analysis of genetic mechanisms and processes, recombination, genetic interaction, gene regulation and evolution. Emphasis varies with instructor as indicated by subtitles.

BIOL-L 367 Cell Physiology (3 cr.) P: CHEM-C 106, BIOL-L 122 (or equivalent) or BIOL-L 211. Introduction to biochemical structure and metabolic activities of plant, animal, and microbial cells; physiology of membranes; locomotion and response; growth, division, and differentiation of cells.

BIOL-L 377 Biology of Amphibians and Reptiles (3 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211. An extensive study of amphibians and reptiles including behavior, physiology, ecology, and evolution. Course will include a survey of world diversity, comparative dissections, field exercises, behavioral experiments, and review of the primary literature.

BIOL-L 379 Principles of Ornithology (3 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211. This course will cover bird evolution, taxonomy, biology, ecology and behavior with emphasis on Indiana birds. For the field portion of this course students will learn to identify local bird species based on sound and sight as well as learn field research methods in ornithology.

BIOL-L 391 Special Topics in Biology (3 cr.) Study and analysis of selected biological issues and problems. Topics vary from semester to semester.

BIOL-L 403 Biology Seminar (3 cr.) P: Junior or Senior by permission. Individual presentations of recently published papers representing all areas of biological research.

BIOL-L 473 Ecology (3-4 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211; and BIOL-L 203. Major concepts for ecology for science majors; relation of individual organisms to their environment, population ecology, structure and function of ecosystems.

BIOL-L 474 Field and Laboratory Ecology (2-3 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211; and BIOL-L 203. C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems.

BIOL-L 490 Individual Study (1-12 cr.) P: Junior or Senior standing, by permission. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than six credit hours. Section authorization.

BIOL-L 498 Internship in Professional Practice (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and faculty supervisor. Course credit may count

as elective hours in the Biology B.A./B.S. and Biological and Physical Sciences B.A./B.S. degree requirements.

Chemistry

CHEM-C 100 The World of Chemistry (3 cr.) C: CHEM-C 120. Fall, Spring. For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. Credit given for only one of the following: CHEM-C 100, CHEM-C 101, or CHEM-C 105.

CHEM-C 101 Elementary Chemistry I (3 cr.) C: CHEM-C 121. Fall, Spring. Introduction to chemistry. The two sequences, CHEM-C 101-C 121 and CHEM-C 102-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, 121, 102, 122 granted only in exceptional cases. May be taken without credit in preparation for CHEM-C 105. Credit given for only one of the following: CHEM-C 100, 101, or 105.

CHEM-C 102 Elementary Chemistry II (3-5 cr.)
P: CHEM-C 101. C: CHEM-C 122 Continuation of C101. The chemistry of organic compounds and their reactions followed by an extensive introduction to biochemistry.

CHEM-C 103 Intro to Chemical Principles (5 cr.)
P: Based on placement test. Designed specifically to alleviate deficiencies in chemistry and prepare students for C117-C127. Content includes applications of measurement and chemical formula/equation conversions; modern view of the atom; and solution processes that relate to chemical reactions. Lectures, labs, and discussion sections will emphasize problem-solving strategies.

CHEM-C 105 Principles of Chemistry I (3-5 cr.)
P: MATH-M 125, which may be taken concurrently; one year of high school chemistry. Basic principles, stoichiometry, thermochemistry, atomic and molecular structure, gases, solution, and topics in descriptive chemistry.

CHEM-C 106 Principles of Chemistry II (3-5 cr.)
P: CHEM-C 105. Chemical equilibria with emphasis on acids, bases, solubility, electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry.

CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences (3 cr.) Fall, Spring. Designed for students with no prior chemistry background. Students will learn the role of chemistry in physiological, health, and nursing applications. Topics include the structure of matter, chemical reactions, structural characteristics of carbohydrates, lipids, and proteins.

CHEM-C 120 Chemistry Laboratory (2 cr.) C: CHEM-C 100. Fall, Spring. For non-majors. An introduction to techniques and reasoning of experimental chemistry. Experiments and projects illustrate topics studied in CHEM-C 100. Credit given for only one of the following: CHEM-C 120, 121 or 125*.

CHEM-C 121 Elementary Chemistry Lab 1 (2 cr.)
C: CHEM-C 101. Introduction to the techniques and reasoning of experimental chemistry. Emphasis is given

to study of physical and chemical properties of inorganic compounds.

CHEM-C 122 Elementary Chemistry Lab II (2 cr.)
P: CHEM-C 101, CHEM-C 121. C: CHEM-C 102. Continuation of C121. Emphasis on organic and biochemical experimental techniques.

CHEM-C 123 The Chemistry of Food and Cooking (3 cr.) This one-semester three-credit-hour course is designed for both science and non-science students with no prior college-level chemistry background. Basic chemistry concepts are taught with the goal of achieving an understanding of the myriad of chemical functions and reactions involved in the molecular structure of foods, and what happens to these structures during cooking and/or preparation.

CHEM-C 125 Experimental Chemistry I (2 cr.)
C: CHEM-C 105. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, and synthesis.

CHEM-C 126 Experimental Chemistry II (2 cr.)
P: CHEM-C 105, CHEM-C 125. C: CHEM-C 106. A continuation of C125 with emphasis on: equilibria; qualitative analysis; acids and bases; and oxidation reduction, including electrochemistry, chemical kinetics, and synthesis.

CHEM-C 128 Problem Solving Skills in Chemistry (3 cr.) P: For students who have placed below MATH-M 125 on the ALEKS placement test Applications of mathematics and problem solving in chemistry and physics. Topics include applications of measurement, data analysis, balancing chemical equations, number system and notation, scientific notation and significant figures, algebra associated with chemistry and physics, and problem-solving strategies in the disciplines.

CHEM-C 129 Chemistry Laboratory for Health and Nursing Sciences (2 cr.) C: CHEM-C 109. An introduction to the techniques and reasoning of experimental chemistry with an emphasis on the chemistry of biological molecules and the application of chemistry to the health sciences.

CHEM-C 250 Intro to Genomics, Proteomics, and Transcriptomics (3-5 cr.) P: BIOL-L 121 or BIOL-L 211, CHEM-C 106, CHEM-C 126. The aim of this course is to explain the molecular basis of the control of gene expression and to provide a comprehensive picture of the recent field of genomic science. Topics will include an advanced investigation of regulation of gene expression at RNA and protein level; functional and comparative genomics; and molecular biotechnology techniques. Computer exercises will involve learning genome annotation, sequence alignment and analysis using bioinformatics tools.

CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3-4 cr.) P: CHEM-C 106. An introduction to topics in existing and potential renewable sources of energy, including hydroelectric, geothermal, tidal, wind and solar energy.

CHEM-C 310 Analytical Chemistry (3 cr.) P: CHEM-C 106. Spring. Fundamental analytical processes including solution equilibria, theory and applications of

electrochemistry and spectrophotometry, and chemical methods of separation.

CHEM-C 311 Analytical Chemistry Laboratory (2 cr.)
C: CHEM-C 310. Spring. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 310.

CHEM-C 329 Biochemistry I: Proteins and Enzymes (3 - 5 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211; CHEM-C 341 and CHEM-C 343. This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.) P: CHEM-C 329. This course focuses on bioenergetics, oxidative phosphorylation, and metabolic pathways for sugars, fatty acids, and amino acids. Topics covered will include current research in biochemistry, bioinformatics, and a discussion about the role of biochemistry in understanding cellular functions. The lab exercises focus on methods to determine the types of and the concentration of a variety of metabolic compounds. The topics covered will include enzymatic conversion of molecules and separation of molecules by chromatography.

CHEM-C 341 Organic Chemistry I: Lecture (3 cr.)
P: CHEM-C 106. Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds.

CHEM-C 342 Organic Chemistry Lecture II (3 cr.) P: CHEM-C 341. Syntheses and reactions of polyfunctional compounds, natural and industrial products.

CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
P: CHEM-C 106, CHEM-C 126. C: CHEM-C 341. Laboratory instruction in the fundamental techniques of organic chemistry, spectroscopy, and the use of general synthetic methods.

CHEM-C 344 Organic Chemistry Laboratory II (2 cr.)
P: CHEM-C 341, CHEM-C 343. C: CHEM-C 342. Preparation, isolation, and identification of organic compounds; emphasis on modern research methods.

CHEM-C 361 Physical Chemistry of Bulk Matter (3-4 cr.) P: CHEM-C 106, PHYS-P 202, MATH-M 215. Thermodynamics laws, free energy and chemical potentials, gases and dilute solutions, phase transitions, colligative properties, chemical equilibria, ionic solutions, chemical kinetics and transport processes, current topics.

CHEM-C 362 Physical Chemistry of Molecules (3-4 cr.)
P: CHEM-C 361. Quantum states and spectroscopy of molecules, statistical thermodynamics, and elementary kinetic theory, current topics.

CHEM-C 390 Special Topics (3 cr.) "Environmental Science" topic (3 cr.): For non-majors. Exploration of the complex interrelationships among the physical, chemical, biological, cultural, economic, and political forces that shape the global environment. "Sustainability" topic (3 cr.): For non-majors. A broad consideration of the impact of past and current human endeavor on the challenges being created for future generations, with an emphasis

on the consequences of climate change, energy source choices, resource availability, the role of science in political decisions, and human rights. Note: CHEM-C 390 will not count toward a Bloomington or Kokomo chemistry degree. Can be repeated for credits with different topics.

CHEM-C 400 Chemical Information Sources and Services (1 cr.) P: CHEM-C 341. Techniques for the storage and retrieval of chemical information in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; online searching of chemical databases.

CHEM-C 409 Chemical Research (1-3 cr.) For outstanding students. To be elected only after consultation with the faculty research advisor. Cannot be substituted for any course required in the chemistry major. A research thesis is required.

CHEM-C 410 Principles of Chemical Instrumentation (2-4 cr.) P: CHEM-C 310/311. Modern methods of instrumental analysis, including spectroscopy, chromatography, and electrochemistry.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: CHEM-C 106, CHEM-C 342, or by permission. Structure and bonding of inorganic compounds; survey of chemistry of non-metal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

CHEM-C 443 Organic Spectroscopy (3 cr.) P: CHEM-C 344. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.*

CHEM-C 483 Biological Chemistry (3 cr.) P: CHEM-C 341. Introduction to structure, chemical properties, and interrelationships of biological substances.

CHEM-C 487 Biochemistry Laboratory (2-3 cr.)
P: CHEM-C 341, CHEM-C 343. C: CHEM-C 483. Laboratory instruction in the fundamental techniques of biochemistry, including separation of macromolecules by electrophoresis and chromatography; isolation, purification, and analysis of enzymes; recombinant DNA procedures; and polymerase chain reaction (PCR).

CHEM-C 495 Capstone in Chemistry (1-3 cr.) P: Junior or Senior standing in chemistry or biochemistry or by permission A capstone course concerned with current topics and issues in chemistry. The capstone experience may be offered as independent study under the supervision of a chemistry faculty member. Credits can be earned in part by completion of a library-related research project to demonstrate the applicability of some aspect of chemistry to the solution of a problem of current interest or importance. This project can explore current approaches to solving the problem or, following a search of the literature, to propose a novel solution to such a problem. Students will prepare a formal written report and make an oral presentation to an interested audience. To earn credit students must also complete the American Chemical Society Diagnostic of Undergraduate Knowledge (DUCK) examination.

CHEM-Y 398 Professional Practice in Chemistry (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work.

graduate**Computer Information Systems****CSCI-A 204 Introduction to Programming (4 cr.)**

P: MATH-M 101 or High School equivalent. Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style.

CSCI-A 205 Computer Programming (4 cr.)

P: CSCI-A 204. Computer programming, algorithms, program structure, arrays, stacks-procedures, functions, modularization parameter-passing-mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions to problems in diverse fields.

CSCI-A 213 Database Applications (3 cr.) Online

Collaborative Course. This course introduces the student to database techniques. The student will develop tables, custom forms, reports, and queries. Advanced topics include developing ASP pages for the WWW, developing and understanding relationship database design, macros, securing a database, integrating Access with the web and other programs.

CSCI-B 100 Problem Solving Using Computers (4 cr.)

This course introduces problem solving techniques, critical thinking skills, algorithm development, and computer programming, using real world problems. Topics include: computer literacy, hardware, data representation, structured and object oriented programming techniques, modularity and reusability, and testing and debugging techniques.

CSCI-B 401 Fundamentals of Computing Theory (3 cr.)

P: CSCI-C 201 and INFO-I 201. Fundamentals of formal language theory, computation models and computability, the limits of computability and feasibility, and program verification.

CSCI-B 438 Fundamentals of computer networks

(3 cr.) P: CSCI-C 201, CSCI-C 335 History, theory, and design of data communication between devices. Topics include history of computer networks, network architecture and topology, local- and wide-area networks, ISO network layers, current and future IEEE standards for networks, and network operating systems.

CSCI-C 100 Computing Tools (1 cr.)

An introduction to computing applications useful in college work. Microcomputer systems, word processing, spreadsheets, graphics, e-mail and Web browsers are used.

CSCI-C 101 Computer Programming 1 (3-4 cr.)

P: MATH-M 125. Fundamental concepts of computer programming, algorithm development, and data structuring.

CSCI-C 102 Great Ideas in Computing (3 cr.)

Survey of great ideas in computing and the role of computing in the modern world. Explores how people use computing tools to realize their ideas. Emphasis on the impact of modern technology and the use of hardware and software to create solutions to everyday problems. Lecture and laboratory.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.)

Introduction to computers and data processing. Includes the historical and current status of data processing and digital computers, a survey of computer

applications, foundations of computer programming, survey of programming languages, and the fundamentals of a programming language such as Visual Basic.

CSCI-C 155 Problem Solving and Programming I (4 cr.)

This course introduces problem solving by programming in Java. Programming concepts include data types, control structures, arrays, methods, exception handling, and input/output. Object-oriented thinking is acquired by using classes and objects. Students learn how to solve problems by designing, implementing, and testing simple Java programs.

CSCI-C 201 Computer Programming 2 (4 cr.)

P: CSCI-C 101 Introduction to computer science, introduction to algorithm design, programming, and analysis. Using Java and/or other programming languages, this course covers procedural and data abstractions, and use of several programming paradigms including functional, imperative, and object-oriented.

CSCI-C 297 Sophomore Topics in Computer

Programming (2-4 cr.) Selected topics in computer science appropriate to the student in or nearing the end of the sophomore year. This course may cover a topic selected from but not limited to the following list: programming languages, computer graphics, artificial intelligence, ethics in data processing, and database system.

CSCI-C 308 System Analysis and Design (1-4 cr.)

P: CSCI-C 201 and INFO-I 201 or CSCI-C 250 The software development life cycle; data flow diagrams, entity relationship modeling, structured design, validation, user interfaces; implementation and testing. A team project will be completed.

CSCI-C 310 Data Structures - Python (3 cr.)

P: CSCI-A 205. The focus of this course is on solving computational problems that involve manipulating collections of data.

We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

CSCI-C 311 Programming Languages (3-4 cr.)

P: CSCI-C 201. Systematic approach to programming languages. Relationships among languages, properties, and features of languages; and the computer environment necessary to use languages.

CSCI-C 335 Computer Structures (3-4 cr.)

P: CSCI-C 201. Structure and internal operation of computers. The architecture and assembly language programming of a specific computer are stressed, in addition to general principles of hardware organization and low-level software systems.

CSCI-C 343 Data Structures (3-4 cr.)

P: CSCI-C 201 or INFO-I 211, CSCI-C 250 or INFO-I 201 Systematic study of data structures encountered in computing problems, structure and use of storage media, methods of representing structured data, and techniques for operating on data structures.

CSCI-C 400 Client-Server Programming for the Web

(3-4 cr.) P: CSCI-C 101 or INFO-I 210 This course teaches students how to develop interactive and dynamic client-server applications for the World Wide Web. Using a client-side web programming language such as JavaScript and a server-side language such as PHP, students will

learn the fundamentals of front-end and back-end web programming.

CSCI-C 405 Independent Research in Computer Science (1-4 cr.) P: CSCI-C 201 or INFO-I 211 and CSCI-C 343. Independent research in computer science under faculty supervision.

CSCI-C 406 Topics in Computer Science (1-4 cr.) P: CSCI-C 201 or equivalent, CSCI-C 343 Study of selected topics in computer science. Topics vary from semester to semester.

CSCI-C 436 Operating Systems (3-4 cr.) P: CSCI-C 201 or INFO-I 211 Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, and mechanisms for event coordination such as interruption, exclusion and synchronization. Extensive laboratory exercises.

CSCI-C 442 Database Systems (3 cr.) P: CSCI-C 308 or CSCI-C 310. Study of fundamental concepts, theory and practices in design and implementation of database management systems. Topics include data independence, data modeling, ER modeling, functional dependencies, normalization, relational, hierarchical, network and object oriented data models, relational algebra, relational calculus, data definition and manipulation languages, recovery, concurrency, security, and integrity of data.

CSCI-C 455 Analysis of Algorithms 1 (3-4 cr.) P: CSCI-C 201, CSCI-C 250, or INFO-I 201, MATH-M 215. Algorithm design methodology. General methods for analysis of algorithms. Analysis of the performance of specific algorithms, such as those for searching and sorting.

CSCI-C 490 Seminar in Computer Science (3 cr.) P: Senior status or permission of the instructor. Special topics in computer science and/or a capstone course.

CSCI-N 211 Introduction to Database (3 cr.) Online Collaborative Course. Summary of basic computing topics. Introduction to database design concepts, creation of user forms, development of databases, querying techniques, and building reports. Focus on relational database systems from development and administration point of view. Lecture and laboratory.

CSCI-N 317 Computation for Scientific Applications (3 cr.) Online Collaborative Course. P: CSCI-N207 or equivalent skills/experience. A survey and illustration of popular computational software used in multiple scientific domains to support data processing and scientific research. This class focuses on teaching how to use software to efficiently process data in terms of modeling, simulating, visualizing and data mining. Fundamental concepts related to scientific computing are introduced briefly. Lecture and lab.

Geography

GEOG-G 107 Physical Systems of the Environment (3 cr.) Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG-G 107 only as a social science.

GEOG-G 250 Computing in the Geospatial Sciences (3 cr.) P: MATH-M 118 or MATH-M 119 or MATH-M 215, or an equivalent, or consent of the instructor. A first course in scientific computing that emphasizes practical applications in the geospatial and environmental sciences. Requires high-level programming using MATLAB for visualization, data analysis, and modeling. Teaches problem solving through analysis and interpretation of a wide range of environmental and geographic data.

GEOG-G 315 Environmental Conservation (3-5 cr.) P: 3 credit hours of Geography or Junior standing. Explores the environmental impact of global population growth, natural resources utilization, and pollution. Examines current problems relating to energy consumption, farming practices, water use, resource development and deforestation from geologic and ecological perspectives. Strategies designed to avert predicted global catastrophe will be examined to determine success potential.

GEOG-G 320 Population Geography (3 cr.) Online Collaborative Course. Study of population growth, compositional change and redistribution at regional, national and global scales. Topics include population pressure, fertility control, aging of societies, AIDS epidemiology, immigration, and population policies.

GEOG-G 388 GEOGRAPHIC INFORMATION SYSTEMS (3 cr.) Introduction to the principles and applications of computer-based geographic information systems (GIS).

GEOG-G 478 Global Change, Food, and Farming Systems (3 cr.) Online Collaborative Course. Introduction to food production and consumption systems, emphasizing linkages to land use and social change on food/farming system sustainability. Topics include urbanization, population growth and economic liberalization; farming livelihoods, gender and poverty; biotechnology; agro-ecology, global health.

Geology

GEOL-G 100 General Geology (5 cr.) Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.

GEOL-G 133 Geology of the United States (5 cr.) Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments, glacial geology and modern processes.

GEOL-G 300 Environmental and Urban Geology (3 cr.) P: GEOL-G 100 or GEOG-G 133 or GEOG-G 107. Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards. Field trips.

GEOL-G 400 Energy: Sources and Needs (3 cr.) P: GEOL-G 100, GEOL-G 133, or GEOG-G 107. Scientific and political constraints on the production and utilization of energy from various sources energy balance of the United States.

GEOL-G 421 United States Geology: Field Experience 1 (5 cr.) A six week lecture/field trip course incorporating

a 2-3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments and glacial geology. Possible destinations include (but are not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Rainier, Mt. St. Helens and the Glacier National Park.

GEOL-G 440 Professional Practice in Geosciences (1-6 cr.) P: At least 9 credit hours of coursework in geology/geography or instructor permission. The course is designed to provide opportunities for students to receive credit for career-related, full-time work.

GEOL-T 312 Geology of Indiana (3 cr.) P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

GEOL-T 326 Geology of Mineral Resources (3 cr.) P: A course in geology or consent of the instructor. Formation of minerals and mineral deposits. Gem materials and metallic and non-metallic economic minerals: occurrence and uses.

Health Information Management

HIM-M 101 Introduction to Health Records (3 cr.) Study of health record documentation, as they relate to various healthcare settings, organizational principles, and Information Governance initiatives. Development of systems and processes for collection, maintenance, and dissemination of health-related information. Study of the various uses of the data contained within the health record.

HIM-M 107 Computer Applications in Health Information Technology (2-3 cr.) IU Northwest The study of information technologies, electronic health record systems and health information specialty systems commonly used in healthcare and Health Information Management departments. Application of policies and procedures to ensure accuracy and integrity of patient data.

HIM-M 108 Introduction to Health Information Management (3 cr.) Course introduces the health information management profession and healthcare delivery systems. Topics include healthcare settings, the patient record, electronic health records (EHRs), data collection standards, legal aspects of health information, coding, and reimbursement. Students gain hands-on experience with a virtual EHR and examine the impact of EHRs on healthcare.

HIM-M 195 Medical Terminology (3 cr.) IU Northwest The study of the language of medicine, including word construction definitions, spelling and abbreviations; emphasis placed on speaking, reading and writing skills.

HIM-M 301 Health Quality and Information Management (3 cr.) IU Northwest The study and application of regulatory requirements for quality and performance improvement, utilization management, risk management, and medical staff organization. The examination of other quality -based programs affecting healthcare such as pay-for-performance and RAC

programs. Application of the collection, analysis and interpretation of healthcare data.

HIM-M 325 Health Information Requirements and Standards (3 cr.) This course outlines the documents and data content required legally to maintain health records using paper and electronic media. It examines federal, state, and local law; accreditation standards; regulatory requirements for maintaining patient data; and documentation in acute care, psychiatric, and other healthcare settings.

HIM-M 330 Medical Terminology (3 cr.) This course develops a student's understanding and use of medical terminology. It covers spelling, pronunciation, and abbreviations; the analysis of words based on their root, prefix, and suffix; the identification and description of the major functions and structures of body systems; and the identification of common mistakes in medical terminology. Students read, analyze, and interpret actual electronic medical records in an AHIMA virtual lab.

HIM-M 350 Pathophysiology and Pharmacology for Health Information Management I (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the development of diseases.

HIM-M 351 Pathophysiology and Pharmacology for Health Information Management II (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the drugs used in treatment.

HIM-M 410 Computer Systems in Healthcare (3 cr.) IU Northwest Understanding and applying the systems development life cycle in system implementations and updates integrating project management theory. Evaluate and implement national health information initiatives and standards. Examine the concepts of data security, integrity, validity, and data quality monitoring.

HIM-M 425 Quantitative Analysis of Health Information (2 cr.) This course will outline the procedures associated with vital statistics in healthcare (birth/death certificates). The student will learn about the statistics associated with health care. The research portion will focus on data search and access techniques, national research policy-making, biomedical and health research investigation, and research protocol data management.

Health Sciences

HSCI-A 103 Archery (1 cr.) Instruction in archery skills, including care and construction of tackle. Instruction follows guidelines of the Outdoor Education Project of AAHPERD. Emphasis on fundamental skills and shooting form.

HSCI-E 100 Experiences in Physical Activity (1-3 cr.) Instruction in a specified physical education activity that is not regularly offered by the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity. Repeatable for credit with different topic.

HSCI-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance

bands and music. S/F grades given. Repeatable once for credit.

HSCI-E 105 Badminton (1 cr.) Beginning instruction in basic skills and techniques of badminton for singles, doubles, and mixed doubles play. Emphasis on basic skill development, rules, and strategy.

HSCI-E 111 Basketball (1 cr.) Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

HSCI-E 113 Billiards (1 cr.) Instruction in basic skills, including bridge forming, stroke techniques, bank shots, and cue ball spin. Fee charged.

HSCI-E 115 Core Strengthening and Flexibility (1 cr.) Instruction in body toning exercises, methods of controlling body weight, methods of relaxation and proper body carriage.

HSCI-E 117 Bowling (1 cr.) Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette on the lanes. Explanation of lane construction, lane condition, and automatic machines. Fee charged.

HSCI-E 118 Softball (1 cr.)

HSCI-E 119 Personal Fitness (2 cr.) Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. For students without prior knowledge of conditioning methods.

HSCI-E 120 Lifetime Fitness and Wellness (3 cr.) Designed to provide students the knowledge and opportunity to develop and participate in a fitness program to include the four health-related physical fitness components: cardiovascular endurance, muscular strength & endurance, flexibility, and body composition.

HSCI-E 121 Conditioning and Weight Training (1 cr.) Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HSCI-E 125 Exercise to Music (1 cr.)

HSCI-E 133 Fitness and Jogging (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardio-respiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs, aerobics levels I through III. Only S/F grades given.

HSCI-E 135 Golf (1 cr.) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Rules and etiquette of golf. Students play on par 3 courses. Fee charged.

HSCI-E 137 Gymnastics (1 cr.) Beginning instruction in basic skills and incorporation of basic routines in tumbling and vaulting. Emphasis on events performed by both men and women. All events will be included.

HSCI-E 150 Tae Kwon Do (1 cr.) Beginning instruction in techniques of blocking, kicking, striking, punching, limited

free fighting, and self defense. Students should achieve technical level of yellow belt. Karate uniform required.

HSCI-E 151 Self Defense (1 cr.) Instruction techniques for practical self-defense skills and situations.

HSCI-E 155 Modern Dance (1 cr.) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.

HSCI-E 156 Introduction to Jazz Dance Technique (1 cr.) An introduction to the modern jazz style of movement as it integrates with sound biomechanical principles. Phrasing, dynamics, and other qualities will be discussed.

HSCI-E 159 Racquetball (1 cr.) Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

HSCI-E 160 First Aid and Emergency Care (3 cr.) Covers the necessary First Aid and knowledge about emergencies to proper care for someone who experiences injury or sudden illness.

HSCI-E 162 Tai Chi (1 cr.) Fitness class that emphasizes coordination and balance through the practice of Tai Chi. Introduction to Sun style Tai Chi. Course provides instruction to Dr. Paul Lam's Tai Chi I and II. Emphasis will be on the movements and forms.

HSCI-E 165 Soccer (1 cr.) Instruction in fundamental techniques, rules, basic team tactics, and strategies. Emphasis on competitive game scrimmages and fundamental drills.

HSCI-E 166 Soccer II (1 cr.)

HSCI-E 169 Physical Education (1 cr.)

HSCI-E 170 Athletic Performance Training (1-3 cr.)

HSCI-E 180 Swimming (3 cr.)

HSCI-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of serves and forehand and backhand strokes. Competitive play in women's, men's, and mixed doubles tennis.

HSCI-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball, including the overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies.

HSCI-E 187 Weight Training (1 cr.) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Only S/F grades given.

HSCI-E 189 Wrestling (1-3 cr.)

HSCI-E 190 Yoga (1 cr.) Instruction in basic principles and techniques of yoga. Emphasis on personalized training.

HSCI-E 198 General Group Exercise (1 cr.) Fitness class in a group setting that emphasizes coordination, flexibility, cardiovascular endurance and muscular strength through, but not limited to, agility drills, barbells, body weight exercises, calisthenics, circuits, dumbbells and cardiovascular equipment.

HSCI-E 200 Intermediate Indoor Cycling (1 cr.)

P: HSCI-E 100 with cycling topic or permission of the instructor. Instruction in indoor cycling as a physical education activity. Emphasis on intermediate development of skill and knowledge pertinent to indoor cycling.

HSCI-E 205 Badminton-Intermediate (1 cr.)**HSCI-E 217 Bowling-Intermediate (1 cr.)****HSCI-E 218 Modern Jazz Dance Technique (1 cr.)**

P: HSCI-E 156, previous instruction, or consent of instructor. A continuation of instruction in the modern jazz style of movement introduced in E156. Special emphasis on movement efficiency, precision, and clarity of movement.

HSCI-E 219 Weight Control and Exercise (1 cr.)

Instructional program of weight control and exercise plan to maintain and health weight through nutrition and fitness.

HSCI-E 221 Conditioning and Weight Training

II (1 cr.) P: HSCI-E 121. Instruction in intermediate principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HSCI-E 222 Advanced Group Exercise (1 cr.)

Advanced Group Exercise (1 cr.): An advanced total fitness class that emphasizes cardio-respiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F grades given. Repeatable once for credit.

HSCI-E 233 Jogging and Running (1 cr.)

HSCI-E 235 Golf - Intermediate (1 cr.) The course builds on and refines the basic fundamentals of swing motion. Ball flight control is introduced with more in-depth swing analysis. Students play on a championship course. Fee charged.

HSCI-E 237 Gymnastics - Intermediate (1 cr.)

Instruction in all events, including floor exercise, vaulting, trampoline, balance beam, parallel bars, uneven bars, rings, pommel horse, horizontal bar. Emphasis on individual routines.

HSCI-E 250 Intermediate Tae Kwon Do (1 cr.)

P: Yellow belt technical level or consent of instructor. Instruction in advanced applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required.

HSCI-E 255 Modern Dance - Intermediate (1 cr.)

P: HSCI-E155 or consent of instructor. Intermediate modern dance technique, stressing knowledge and application of movement principles essential to dance training.

HSCI-E 262 Advanced Tai Chi (1 cr.)

P: HSCI-E 162. Fitness class that emphasizes coordination and balance through the advanced practice of Tai Chi. Emphasis will be on the movements and forms.

HSCI-E 263 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion.

Covers such topics as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

HSCI-E 271 Dynamics of Outdoor Recreation (3 cr.)

Philosophical orientation to the field of outdoor recreation; camping, outdoor/ environmental education, and natural resource management, with emphasis on programs, trends, resources, and values.

HSCI-E 275 Aquatic Conditioning (1 cr.)

Acquire a moderate to high level of aerobic capacity while using water, equipment and other useful techniques skills and ideas. Achieve students' desired goal through fitness utilizing the water.

HSCI-E 281 Tennis - Intermediate (3 cr.)

Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies. Fee charged.

HSCI-E 290 Yoga II (1 cr.)

P: HSCI-E 190. Suitable for students who have a basic understanding of yoga and want to deepen their practice through exploration of intermediate yoga postures and techniques that promote mental clarity, relaxation and total well-being. Emphasizes on safe, noncompetitive environment to guide students through more advanced-level skills and knowledge related to yoga.

HSCI-E 340 Physical Fitness Appraisal and

Performance (3 cr.) P: HSCI-H 212 or consent of instructor. A study of the basic scientific components of fitness and the measurement of different indices of physical fitness common to corporate, clinical, and laboratory settings. In particular, this course focuses on 5 characteristics of fitness: muscle strength, muscle endurance, cardiovascular fitness, flexibility, and body composition. The course will include weekly lectures and weekly laboratory sessions so students can implement their knowledge in a practical setting.

HSCI-E 371 Coaching of Volleyball (2 cr.)

Theory and methods of coaching volleyball, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning the player, and organizing practice sessions.

HSCI-H 100 Careers in the Health Professions (2 cr.)

This course explores many of the primary Allied Health Science professions found in health care.

HSCI-H 101 Introduction to Safety (3 cr.)

Provides an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals, including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

HSCI-H 110 Sports Nutrition for Athletes (1-3 cr.)

This course examines the relationship between athletic performance and dietary intake and food preparation. Content includes creating healthy meal plans with culinary instruction.

HSCI-H 120 Introduction to Health and Fitness (3 cr.)

This course is part of the freshmen learning experience for Health Sciences. For this course, students will engage in a variety of topics that relate to personal health and fitness. It is important that students understand the consequences of their and fitness decisions in order to make informed decisions. Thus, topics in this course will include nutrition, substances, stress management, the five components of fitness and self-assessments. As this is a freshman learning course it will also offer students the opportunity to create relationships with other freshmen students who plan to pursue careers in health, nutrition and exercise (sport) related professions.

HSCI-H 130 Introduction to Foods (3 cr.) This course examines the relationship between nourishment, lifestyle choices, and health and disease. Topics include sources and functions of nutrients and their metabolism. Investigation of eating patterns using database technology demonstrates the relationship between food consumption and nutrient adequacy. The economic, cultural and psychological implications of food choices and eating behaviors are studied.

HSCI-H 144 Foundations of Human Movement (3 cr.)

Identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development and skills for effective teaching. Analysis, evaluation and development of personal movement and sports skills.

HSCI-H 146 Gluten-Free Baking Principles (1 cr.) This course will introduce the students to the art of gluten-free baking. This course is of value to health care practitioners who will treat those with gluten intolerances and also for those who need skills in this area for similar reasons. The student will investigate the science behind gluten-free baking, in addition to the nutritional concerns and requirements with this type of diet. This course will involve hands-on education in the nutrition lab.

HSCI-H 151 Legal Aspects of Safety (3 cr.) Discuss legal requirements for safety, health and environmental compliance. Emphasis is given to OSHA, EPA, FDA consensus standards, as well as other applicable Federal and State regulations.

HSCI-H 160 First Aid and Emergency Care (2-3 cr.)

Course addresses cardiopulmonary resuscitation (CPR), rescue breathing, choking, wounds, bleeding, burns, sudden illnesses, musculoskeletal injuries, and defibrillation/ the use of Automated External Defibrillators (AEDs). Skills are practiced in small lab settings. Students may obtain American Red Cross certifications, including CPR/AED for the Professional Rescuer.

HSCI-H 180 Introduction to Clinical Laboratory

(1 cr.) This course is an accelerated 8-week course. An overview and introduction to laboratory safety and basic skills as used in specimen processing and laboratory information systems, urinalysis, hematology, chemistry, immunology, immunohematology, and microbiology and phlebotomy. Universal precautions and proper procedures in regard to specimen processing will be taught to the student. Laboratory quality control, and the proper use of instrumentation will be presented as used in the clinical laboratory settings. Normal human laboratory values will be discussed. Students will take field trips to local

health facilities' laboratories. Attendance for these trips is mandatory for success in this course.

HSCI-H 181 Orientation in Athletic Training I (1 cr.)**HSCI-H 201 Introduction to Food Science (3 cr.)**

A comprehensive course providing introductory knowledge of food chemistry, food laws, food processing & preservation, food microbiology & fermentation, food safety, food toxicology, and food engineering.

HSCI-H 202 Health Sciences Sophomore Sojourn (0-1 cr.)

The Health Sciences Sophomore Sojourn is a field trip activity. The goals are for students to build relationships with each other and faculty, and to learn about the field of Health Sciences through real-world experiences. Activities target each concentration: health education and promotion, nutritional science, and exercise and sport science.

HSCI-H 204 Motor Development (3 cr.) P: 18 + credit hours. This course is designed to provide students with a foundation of knowledge that will help them to understand motor development across the lifespan. Specifically, the course content will focus on theories of development, milestones, progressions, and influences on development.

HSCI-H 205 Structural Kinesiology (3 cr.) Structural Kinesiology provides an overview of the most essential aspects of human body structures, functions, and movement. This course will identify concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. Emphasis will be placed on practical application to the study and teaching of movement.

HSCI-H 208 Chocolate, Wine, and Other

Phytochemical Foods (2 cr.) Bioactive food compounds have impacts on the human body. Many of these impacts have been reported to positively influence health. This course will investigate various phytochemicals, their impacts on health, and their use in the daily diet. The course will involve food preparation and will include wine pairing.

HSCI-H 209 Culinary Sustainability and Lifestyle Practices (1 cr.)

This course will allow for the development of dietary and culinary skills which can be applied to foods choices, systems and waste. The course covers a variety of sustainable skills which relate to health and the environment. Discussions will foster the development of sustainability strategies. Through participation in local agricultural endeavors, the student will gain hands-on experience in agriculture and contribute to food security and sustainability. Specific foods such as seaweed and other whole foods will be investigated for their nutritional value and sustainability.

HSCI-H 210 Current Issues in Health Care (3 cr.)

This course is designed to expose students to a variety of issues relevant to healthcare and promotions of healthy lifestyles. This course is aimed at examining current issues that affect health of individuals, USA population and globally.

HSCI-H 212 Introduction to Exercise Science (3 cr.)

This course is a survey of the discipline of kinesiology, including knowledge derived from performing physical activity, studying about physical activity, and professional practice centered in physical activity. It includes an

analysis of the importance of physical activity in daily life, the relationship between physical activity and the discipline of kinesiology, and the general effects of physical activity experiences. The course surveys the general knowledge base of the discipline as reflected in the major sub-disciplines and reviews selected concepts in each, showing how they contribute to our understanding of the nature and importance of physical activity. In addition, the course introduces students to the general characteristics of the professions, to specific types of physical activity professions typically pursued by those graduating from programs of sport and exercise sciences, and assists them in making some early career decisions.

HSCI-H 214 Introduction to Health Sciences (3 cr.)

HSCI-H 220 Nutrition for Health (3 cr.) Introduction to nutrients, their uses, and food sources. Application of nutrition principles to personal eating habits for general health; overview of current issues in nutrition.

HSCI-E 221 Conditioning & Weight Training (1 cr.)

Instruction in intermediate principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HSCI-H 233 Performance and Teaching of Softball (1 cr.)

HSCI-H 255 Human Sexuality (3 cr.) Survey of the dynamics of human sexuality; identification and examination of basic issues in human sexuality as relating to the larger society.

HSCI-H 260 Food Nutrition and Counseling (3 cr.)

Counseling skills, specifically counseling one-on-one and groups in order to facilitate changes in nutrition status. Teaching / learning styles, development of therapeutic relationships with patients/ clients and development of listening skills. Case study evaluation, nutrition counseling guides and development of group education lesson plans.

HSCI-H 271 Grant Writing for Health Professionals (3 cr.)

P: 30 + credit hours. Developing effective grant writing skills are essential to acquire competitive funding from government agencies and private foundations.

HSCI-H 272 Recreation Activities and Leadership Methods (3 cr.)

Analysis of recreation program activities, objectives, determinants, and group dynamics involved in the leadership process. Assessment and evaluation of programs and leadership techniques. Students are strongly encouraged to take HPER-R 367 immediately following this course.

HSCI-H 273 Cultural Gustatory Perceptions (3 cr.)

Gustatory, medically, refers to the sense of taste. The sense of taste helps identify food and forms a taste preference, although the appeal of both sweet- and salty-tasting substances, in large part at least, is innately determined (Beauchamp and Cowart, 1985). Gustatory behaviors, such as neophobia and taste aversion learning, suggest that the gustatory information from the taste buds is compared to gustatory memories at all times during food intake, and thus we avoid ingesting novel or harmful food. Gustatory memories enable us to generate vivid perceptions of taste in the absence of peripheral gustatory inputs. Thus, not only signals from the peripheral gustatory nervous system but also those obtained by recalling gustatory memories play a critical role for gustatory

information processing. Designed on one hand to examine food preferences, delicacies and taboos tied to some of the world's most unusual sources of sustenance, the course is also crafted to connect the simple acts of eating, no matter how unusual the product or preparation, with the supper table's intricate links to culture, identity, politics and economics. This course seeks to explore ways people are working to preserve their food cultures. In doing so, students also receive education through concepts and basic nutrition knowledge.

HSCI-H 280 Principles of Athletic Training (2 cr.)

P: ANAT-A 215 or consent of instructor This course will provide the student an introduction to athletic training which will include history, injury prevention establishing a program for injury prevention and rehabilitation. Emphasis will be on preventing injuries and recognition.

HSCI-H 281 Basic Prevention and Care of Athletic Injuries (2 cr.)

Required of freshmen intending to major in Athletic Training. Course will focus on basic principles of prevention, recognition, and management of sport-related injuries. This course is a required prerequisite for admittance into the Athletic Training Education Program (ATEP).

HSCI-H 301 Intergraded and Complimentary Health (3 cr.)

P: Sophomore Standing or Consent of Instructor. This course focuses on the pathophysiology and holistic health management of acute and chronic problems.

HSCI-H 310 Women's Health (3 cr.)

P: Sophomore standing. Examines the relationship of women to health and health care. Five dimensions of health – physical, mental, emotional social, and spiritual provide a framework for comparison and contrast of health concerns unique to women and common to both sexes of all ages.

HSCI-H 317 Topical Seminar in Health Education (1-3 cr.)

P: 30 + credit hours. The topical seminars will relate to current issues in the field of health education.

HSCI-H 318 Drug Use in American Society (3 cr.)

P: 30 + credit hours. An interdisciplinary approach to the study of drug use in American society. Examines the effects of alcohol, tobacco, and illicit drugs on the physical, mental, and social health of the individuals.

HSCI-H 321 Research Methods in Health Sciences (3 cr.)

P: HSCI-H 322. Students in health sciences should have the skill set to critique or create research that informs applied practice and/or recommendations in their field or profession. Thus, the purpose of this course is to discuss how to identify, develop, and conduct ethical and rigorous research and provide examples of ethical and rigorous sport or epidemiological research. This course will begin with an introduction to research methods and ethics, and research questions or purposes that inform study design. An overview of quantitative and quality research methods, analyses, and merit will be shared and discussed. This course will cover more recently relevant approaches to the development and application of health sciences research. Thus, the purposes of and approaches to mixed methods designs, participatory research methods, and knowledge translation in health sciences and applied practices will be shared and discussed.

HSCI-H 322 Epidemiology and Biostatistics (3 cr.)

P: MATH-M 118, 119, OR 125. This course introduces

the basic concepts of epidemiology and biostatistics as applied to public health. Epidemiology is known as the principal science of public health, and is the study of the distribution and determinants of health conditions or events among populations. Emphasis is placed on the methods of epidemiological investigation, appropriate summaries and displays of data and the use of statistical approaches to describe the health of populations.

HSCI-H 323 Topics in Nutritional Science (3 cr.)

P: HSCI-H 220 or HSCI-H 336. Variable topics in nutritional sciences related to current issues in the field of nutrition/ dietetics. Possible topics for weight reduction and fad diets, food additives, diet and human performance, vegans and vegetarianism, child nutrition, diet for senior citizens and disease relations.

HSCI-H 324 Recreational Sports Programming (3 cr.)

Overview of the programmatic elements and techniques that currently exist in recreational sports, including informal, intramural, club, and extramural programming; value and benefits of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment concerns; safety; liability; and program observation.

HSCI-H 325 Foundations of Health Education (3 cr.)

P: Sophomore standing. The focus of this course is the study of the practice of health education in various settings, and selected historical, cultural, philosophical, professional, and ethical issues in the practice of education. Topics addressed in the course include historical perspectives, practice settings, career opportunities, professional ethics, trends, and current issues. Emphasis will also be placed on topics related to the National Commission on Health Education Credentialing (NCHEC).

HSCI-H 327 Introduction to Community Health (3 cr.)

P: Sophomore standing. A foundational overview of the field of Community Health to include policy and functions of governmental health organizations, prevention of disease and injuries in the general population, the basic health sciences (epidemiology, behavior / social sciences and environmental health) and future directions of community health.

HSCI-H 328 Food Service Systems Management (3 cr.)

The management of human resources, food, equipment and facilities to provide a quality product and service to customers is a very important part of nutrition and dietetic education. The dietitian is responsible for the planning, organizing, leading, staffing and controlling in the foodservice or clinical nutrition management area.

This course will cover the nutritional aspects of food service management.

HSCI-H 329 Food Service Systems Management Lab (3 cr.)

The application of principles of food service production and management, including production, service and food sanitation, and safety are covered in this course. Students will be required to demonstrate these principles in the nutrition lab to complete this course.

HSCI-H 331 Environmental Health (3 cr.) This course explores the relationship between humans and their environment; how it affects their physical well-being, and

what they can do to protect and enhance their health and influence the quality of the environment.

HSCI-H 333 Cultural Competence in Health Education and Promotion (3 cr.)

This course examines the importance of cultural and ethnic factors for community health practice. Theories, models, and practices for working with race, ethnicity, gender, and social issues are considered for program planning and health communication. Focus is on the requirement of skills in cultural competency that are in the Standards for Certified Health Education Specialists.

HSCI-H 336 Nutrition Through the Lifecycle (3 cr.)

P: HSCI-H 130 or HSCI-H 220. Application of nutrition principles to the human life cycle: nutrient functions, needs from infants to mature aging.

HSCI-H 340 Principles of Sports Officiating (1 cr.)

Topics in sports officiating will include sports such as football, basketball, softball (baseball) and volleyball. Ethics of sport officiating; mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

HSCI-H 344 Strength Training and Conditioning (3 cr.)

P: ANAT-A 215, PHYS-P 215. This course is intended to cover the essentials of strength training and conditioning to prepare a student who is interested in becoming a Certified Strength and Conditioning Specialist or a Certified Personal Trainer.

HSCI-H 350 Theory and Technique of Coaching Basketball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of basketball at elementary, secondary, and collegiate levels.

HSCI-H 354 Theory and Technique of Coaching of Volleyball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of volleyball at elementary, secondary, and collegiate levels.

HSCI-H 360 Philosophical Foundations of Coaching (3 cr.)

A philosophical approach to coaching for various sports. Topics include, but are not limited to, different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

HSCI-H 361 Methods and Materials in Nutrition Education (3 cr.)

P: HSCI-H 220 This course is designed to give the prospective health educator a foundation in teaching methodologies and materials, and curriculum planning in nutrition. Students will obtain the necessary skills to plan and implement a variety of methods and materials in a variety of settings. Emphasis will be on facilitating prepared units/lessons to students, employees, patients and community members. The course will enable the student to select methods and develop and teach nutrition programs with specific learning/behavioral objectives.

HSCI-H 363 Personal Health (3 cr.)

This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotions. Covers such topics as emotional health, aging, death, alcohol, tobacco, drug abuse, physical fitness, nutrition

and dieting; consumer health chronic and communicable disease; safety and environmental health.

HSCI-H 364 Stress Management in the Health Professions (3 cr.) P: Sophomore standing or permission of instructor. This course examines the biology of stress and the psychological aspects of stress and its relationship to physiological/psychological illnesses. Practical and effective stress management options such as coping strategies, time management, behavior modification, and relaxation techniques are explored.

HSCI-H 365 Health Assessment, CPR, and Emergency Management (3 cr.) This course focuses on the knowledge and skills necessary to perform a beginning health assessment. This course is an introduction to clinical medicine. This course includes eliciting a medical history; introduction to physical examination; reviewing anatomy, physiology and pathophysiology of common diseases; and differentiating between normal and abnormal physical exam findings. Nutritional examination skills will be introduced as well. First aid and CPR will be covered as well. Laboratory situations for skills practice are included in the course.

HSCI-H 366 Community Nutrition (3 cr.) P: HSCI-H 220 This course is designed to equip nutrition and dietetics students with written and oral skills to use in community nutrition programs. The purpose of health promotion and disease prevention interventions, related to food and nutrition, is to facilitate healthy changes in food behaviors. Students will learn how community-based nutrition programs focus on multiple populations in the United States and how public health nutrition policy evolves into community food and nutrition programs. Students will apply their knowledge through the development of a community nutrition assessment and the presentation of their review of successful interventions.

HSCI-H 367 Health Problems in the Community (3 cr.)

HSCI-H 369 Experimental Foods Lab (3 cr.) P: HSCI-H 130, HSCI-H 220 This course is designed to demonstrate and illustrate the chemical and physical properties of foods. The course shows the effects of processing, ingredients, and storage on food quality and nutrient retention. Students will prepare and evaluate different food products (breads, vegetables, grains, fruits, and others) using various chemical, instrumental and sensory analysis techniques. The focus is on applied food development for both nutrition and dietetic students. This course will have both didactic and nutrition laboratory components.

HSCI-H 378 Global Nutrition (3 cr.) The history of food and hunger, and the global nature of our food systems focusing on the impact of our food decisions on the environment, agricultural production, world population relative to food supply, hunger, biotechnology, and safety of our food supply. No prerequisites to this course. Also discuss community nutrition and resources for underserved populations such as meals-on-wheels and WICS.

HSCI-H 388 Advanced Human Nutrition and Metabolism (3 cr.) P: HSCI-H 220 and ANAT-A 215. This course will build on the basic knowledge acquired in basic nutrition. It will cover nutritional cell biology, physiology, biochemistry, genetics, and pharmacology.

HSCI-H 391 Biomechanics (3 cr.) P: Co-requisite = HSCI-H 212; Prerequisite = ANAT-A 215. An introduction to the mechanics of human motion. Includes linear and angular kinematics and kinetics in the context of human motion; mechanics of fluids; mechanics of muscles; analysis of selected sports activities.

HSCI-H 397 Kinesiology (3 cr.) P: HSCI-H 204 and HSCI-H 212. This course is intended to teach students the basic concepts of kinesiology, particularly related to human movement in sport and physical activity settings. Concepts include, but are not limited to, internal/external forces, plasticity, motor control, and adaptations to physical movements. This course will be beneficial for students interested in biomechanics, physical therapy, rehabilitation, and sport coaching.

HSCI-H 400 Topics in Health Sciences (3 cr.)

P: Sophomore standing or permission of instructor. Variable content course. This course is intended to allow the student to explore a number of topics that are typically associated with personal and community health. These will include, but not limited to Health Behaviors, Chronic Diseases and conditions such as Cancer, Diabetes and Obesity; Environmental factors that influence health around the world including America; supports groups and Recreational Therapies; Age related health topics. May be repeated once for credit.

HSCI-H 401 Introduction to Specimen Procurement (3 cr.)

HSCI-H 403 Program Planning in Health (3 cr.)

P: HSCI-H366 and junior/senior status. Skill building in public health and health promotion program planning, including proposal presentations. Topics include program planning models, needs assessment methods, behavior change theories, types of community organization, social marketing principles, program implementation fundamentals, and evaluation techniques.

HSCI-H 404 Sports Ethics (3 cr.) A study of the nature of ethics in sport with an emphasis on current application of moral principles and values. The relationship of ethics to social issues in sport will be explored, including philosophical and historical perspectives.

HSCI-H 405 Introduction to Sports Psychology (3 cr.)

P: HSCI-H 212. The psychology of sport is the study of the interaction between psychological variables and performance in sport and physical activity. Because the multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. Thus, it is an interdisciplinary field of study in sport and exercise science rather than a sub-discipline of general psychology. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working with individuals in the health and fitness industry.

HSCI-H 406 Medical Nutrition Therapy 1 (3 cr.)

P: ANAT-A 215; HSCI-H 220; HSCI-H 336; PHSL-P 215 This course is the first in a series of courses in medical nutrition therapy for students in dietetics, nursing or a related field. The student will obtain essential knowledge and skills regarding pathophysiology, etiology and

development process of diseases requiring medical nutrition therapy, collection of pertinent data for assessing nutritional needs of patients, and integration of medical, dietary and lifestyle information to plan medical nutrition therapy throughout Medical Nutrition Therapy I. This first course will provide the foundation knowledge and skills to undertake practice in the management of nutrition issues, which will aid in the management of chronic health conditions.

HSCI-H 407 Medical Nutrition Therapy 2 (3 cr.)

P: HSCI-H 406 This is the second course in the series that examines medical nutrition for students pursuing dietetics, nursing or a closely related major.

HSCI-H 409 Basic Physiology of Exercise (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215. A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered.

HSCI-H 411 Promoting Health Behaviors

(3 cr.) P: HSCI-H 327 Intro to Community Health. Concepts, theories and applied approaches for health communications with emphasis on social marketing, media, advocacy and the process of media messages on health behaviors.

HSCI-H 412 Topics in Medical Technology (3 cr.)

HSCI-H 415 Global Child and Adolescent Health (3 cr.)

P: HSCI-H 327 Intro to Community Health. An overview of determinants and indicators of health of children and adolescents.

HSCI-H 419 Advocacy Internship (3 cr.)

HSCI-H 434 Diseases of Diverse Population (3 cr.)

P: HSCI-H 327 Intro to Community Health. This course covers current information about infectious and chronic diseases from a community health perspective; including physiological, psychological, social, cultural, political, environmental, healthcare and economic aspects influencing disease of diverse populations of the world.

HSCI-H 410 Basic Physiology of Exercise Lab (1-2 cr.)

P: Co-requisite: HSCI-H 409 (Basic Physiology of Exercise); Prerequisites: ANAT-A 215 (Human Anatomy) and PHSL-P 215 (Human Physiology) and HSCI-H 212 (Intro to Exercise Science) This course is designed to accompany Basic Physiology of Exercise (HSCI-H 409) and provide a hands-on application of materials. It will investigate both principles and clinical guidelines when performing exercise testing.

HSCI-H 442 Exercise and Nutrition (3 cr.) P: HSCI-H 220 and Statistic course. Nutritional needs of individuals participating in physical activity and sport. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning and nutritional needs of the body during various stages of activity.

HSCI-H 445 Special Topics in Kinesiology (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215. The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on

participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

HSCI-H 451 Health Coaching (3 cr.) P: HSCI-H 212;

and HSCI-H 220. This course is designed to provide knowledge and skills necessary for health coaches to help individuals achieve health goals and make lifestyle changes to reduce chronic disease risk and experience. Topics include effective communication strategies, health screenings and assessments, goal setting, motivational interviewing and behavior change theories, and legal and ethical responsibilities of the health coach. Class activities include triad coaching circles skills practice.

HSCI-H 452 Motor Learning (3 cr.) P: HSCI-H 204

and HSCI-H 212. Open to juniors and seniors only. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

HSCI-H 455 Special Topics in Sports and Fitness

(3 cr.) The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

HSCI-H 460 Clinical Hematology (3 cr.)

HSCI-H 461 Clinical Analysis of Urine and Body Fluids (3 cr.)

HSCI-H 462 Clinical Microbiology and Mycology (3 cr.)

HSCI-H 463 Clinical Parasitology (3 cr.)

HSCI-H 464 Clinical Serology (3 cr.)

HSCI-H 465 Clinical Chemistry (3 cr.)

HSCI-H 467 Professional Development Topics in Medical Technology (3 cr.)

HSCI-H 477 Health Program Planning (3 cr.) P: HSCI-

H 325 Foundations of Health Education, HSCI-H 327 Intro to Community Health This course provides models and theories for planning programs/interventions that maintain and improve health in community settings. An overview of program planning, including logic models, needs assessment, and community organizing will be addressed.

HSCI-H 478 Evaluations of Health Programs (3 cr.)

P: HSCI-H 477 This course provides an introduction to health program evaluation planning and design, data collection, interpretation, and reporting of findings. Students will learn how to develop an evaluation plan, to create a logic model that ties the evaluation to the goals of the program, and to communicate the evaluation report.

HSCI-H 480 Care and Prevention of Athletic Injuries (3 cr.)

HSCI-H 485 Practicum in Coaching (1-6 cr.) Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a coaching setting. (Junior/Senior standing and admission to the Coaching Minor) CPR Certification must be completed and recorded.

HSCI-H 489 Internship in Sports and Fitness (1-6 cr.) **May be repeated for credit.** P: Declared Health Science major; junior or senior standing or permission of instructor. Under the advisement of a faculty member and supervision of a coach/sports/fitness specialist, the student will work or otherwise actively participate in a sports and fitness setting.

HSCI-H 490 Motor Development and Learning (3 cr.) P: HSCI-H 204; HSCI-H 212; ANAT-A 215; PHSL-P 215. Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences.

HSCI-H 491 Internship in Health Sciences (1-6 cr.) P: 30 + credit hours. Under the guidance of a Health Science faculty the student will perform an internship that is suitable to meet the learning objectives of the course. Objectives may vary depending on the specific concentration and internship facility. This is a variable credit course.

HSCI-H 492 Independent Research Studies in Health Sciences (1-6 cr.) P: Instructor consent. Students taking the independent research study will immerse themselves in a new or ongoing research project conducted by Allied Health Science faculty. In this context, students will be given opportunities to learn practical, hands-on research skills. These skills could include, but are not limited to ethics submissions, data collection, data analysis, scientific writing and scientific presentations. For this course the formal class setting will not be used. Instead, students will meet individually or in small groups with the course instructor. These meetings will generally occur on a weekly basis, as agreed upon by the instructor and student. This will all for the course work to center on the needs of the student and the assigned project. Can be repeated for credit.

HSCI-H 493 Tests/Measurements in Phys Ed (3 cr.) Theory of measurement in physical education, selection and administration of appropriate tests, interpretation of their results by fundamental statistical procedures.

HSCI-H 496 Children's Talent Development in Sport (3 cr.) This course provides students with the theories and knowledge underpinning sport excellence. The course describes pathways to expertise, facilitating long-term participation, influences on talent development, and cultivating elite performance. Students will draw upon past Health Sciences courses to fully understand the material. Students will also be introduced to some of the methodologies used to explore talent development.

HSCI-H 498 Senior Capstone in Nutrition and Dietetics (3 cr.) P: Senior in Nutritional and Dietetic Sciences. The capstone provides opportunities for students to work

on nutrition and dietetics practical skills which will allow them to synthesize, integrate and apply professional practice skills. Included in the course are professional organizations, professional dress, portfolio development, certifications in specialty areas, current issues and problems related to dietetics including ethics of health care and standards of practice. Completion of capstone course requires both written and oral activities.

HSCI-H 499 Senior Health Sciences Capstone (3 cr.) P: Graduating in Health Sciences in the calendar year; and four of the following five courses: (HSCI-H 325, HSCI-H 327, HSCI-H 411, HSCI-H 415 and AHLT-H 434). Demonstration of competencies and skills acquired throughout the health sciences education program. To include a professional portfolio.

HSCI-H 101 Introduction to Safety (3 cr.) Provides an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals, including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

HSCI-H 151 Legal Aspects of Safety (3 cr.) Discuss legal requirements for safety, health and environmental compliance. Emphasis is given to OSHA, EPA, FDA consensus standards, as well as other applicable Federal and State regulations.

HSCI-H 391 Biomechanics (3 cr.) P: HSCI-H 212; ANAT-A 215. A course designed to aid the student's understanding of the muscular control of the body and the mechanics of body and implement control. This course is designed to develop a basic understanding of sport mechanics and an appreciation of how superior sport techniques are based on the use of developmentally appropriate scientific concepts and natural law.

HSCI-H 397 Kinesiology (3 cr.) P: HSCI-H 204 and HSCI-H 212. This course is intended to teach students the basic concepts of kinesiology, particularly related to human movement in sport and physical activity settings. Concepts include, but are not limited to, internal/external forces, plasticity, motor control, and adaptations to physical movements. This course will be beneficial for students interested in biomechanics, physical therapy, rehabilitation, and sport coaching.

HSCI-H 405 Introduction to Sports Psychology (3 cr.) P: HSCI-H 212. The psychology of sport is the study of the interaction between psychological variables and performance in sport and physical activity. Because the multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. Thus, it is an interdisciplinary field of study in sport and exercise science rather than a sub-discipline of general psychology. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working with individuals in the health and fitness industry.

HSCI-H 409 Basic Physiology of Exercise (3 cr.) P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215.

A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered.

HSCI-H 445 Special Topics in Kinesiology (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215. The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

HSCI-H 452 Motor Learning (3 cr.) P: HSCI-H 212 and HSCI-H 204. Open to juniors and seniors only. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

HSCI-H 490 Motor Development and Learning (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215. Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences.

HSCI-H 491 Blood Bank 1 (3 cr.)

HSCI-H 496 Children's Talent Development (3 cr.)

This course provides students with the theories and knowledge underpinning sport excellence. The course describes pathways to expertise, facilitating long-term participation, influences on talent development, and cultivating elite performance. Students will draw upon past Health Sciences courses to fully understand the material. Students will also be introduced to some of the methodologies used to explore talent development.

HSCI-H 499 BAS Capstone Independent Study (3 cr.)

P: Senior Standing in Applied Sciences, BAS, healthcare management tract. This course is designed to be tailored to the specific area of study, or concentration, of the individual student and used when a designated capstone course is not available or does not meet the needs of the student. It is a culmination of concepts previously learned in courses throughout the degree. These concepts should be applied to real life situations which can be accomplished in a number of ways depending on the student's area of concentration and study. All students will be required to assemble a portfolio demonstrating the knowledge, skills, and application of these acquired and implemented throughout the course of study.

Informatics

INFO-C 100 Informatics Foundations (3 cr.) Introduction to informatics, basic problem solving and elementary programming skills. This course also provides a survey of computing tools in the context of selected disciplines (cognates).

INFO-C 112 TOOLS FOR INFORMATICS: PROGRAMMING AND DATABASES (3 cr.) This course

is an introduction to programming and databases, two basic means of creating, changing, and storing information on a computer. Computational thinking, basic programming, and basic debugging methods will be covered in a high-level language. Data modeling, schemas, SQL queries, and data-entry forms will also be emphasized.

INFO-C 201 MATHEMATICAL FOUNDATIONS OF INFORMATICS (3 cr.) P: INFO-I 101 and MATH-M 118 or MATH-M 125. An introduction to methods of analytical, abstract, and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, elementary statistics, proof methods in mathematics, and mathematical induction.

INFO-C 203 Social Informatics (3 cr.) Introduction to key ethical, privacy and legal issues as related to informatics, and social research perspectives and literatures on the use of information and communication technologies. Topics include: intellectual property, legal issues, societal laws, ethical use of information, information privacy laws, personal code of ethics, principles for resolving ethical conflicts, and popular and controversial uses of technology. This course also outlines research methodologies for social informatics.

INFO-C 210 Problem Solving and Programming (3 cr.)

P: INFO-C 112 First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

INFO-C 211 Problem Solving and Programming 2 (3 cr.) Second course in the two-course sequence of intensive computer programming. In this course, students will learn and apply object oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

INFO-C 300 Human Computer Interaction (3 cr.) This course will provide an introduction to the core topics, approaches and developments in the field of Human Computer Interaction (HCI). The course introduces the process involved in designing and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, web design, prototyping, requirements and analysis, and other related issues.

INFO-C 307 Data Representation and Organization (3 cr.) This course will provide an introduction to ways in which data can be organized, represented and processed from low level to high level. Topics include construction of memory based structures and algorithms using arrays (single, multidimensional), lists (single, double, circular), stacks, queues, binary trees, and hash tables, and basic file manipulation.

INFO-C 399 Database Systems (3 cr.) This course will provide an in-depth discussion of database system fundamentals. The course emphasizes the concepts underlying various functionalities provided by a database management system, and its usage from an end-user perspective. Topics include: overview and architecture of database systems, relational database modeling

and querying, and basic XML database modeling and querying.

INFO-C 401 Foundations in Legal Informatics (3 cr.)

This course examines the basic concepts of the design, evaluation, and use of technology in the study and practice of law. The course provides an overview of the application of a variety of emerging informatics and media technologies to the field of law. It covers technology for law office management, legal research, litigation support, document management, imaging and animations, case management, and electronic court filing.

INFO-C 402 Legal and Social Informatics of Security (3 cr.)

This course examines that set of ethical and legal problems most tightly bound to the issues of information control. The interaction and technology change, but the core issues have remained: privacy, intellectual property, Internet law, concepts of jurisdiction, speech anonymity versus accountability, and ethical decision making in the networked environment. This is a case-based course on privacy and security in social contexts. Cases address the specific designs of technologies and discuss how different technically feasible design choices would result in distinct regulatory regimes, business strategies, or support different forms of social interaction. This course focuses on specific security and privacy technologies as sociotechnical systems.

INFO-C 403 Electronic Discovery (3 cr.) This course covers the legal, ethical, financial, logistical, procedural, and technological considerations of electronic discovery and its implications for lawyers and their clients. It highlights recently revised federal and state rules, new state and federal legislation, and recent court cases that impact electronic discovery policies and processes. We also consider electronic discovery from the point of view of a corporation that has to prepare for, and then respond to, requests for the production of digital evidence.

INFO-C 404 Litigation Support Systems and Courtroom Presentations (3 cr.)

This course reviews software for organizing, managing, retrieving, and presenting documents and evidence in a legal matter. Students learn what is effective and allowable from a technical, legal, and ethical standpoint. The course covers court rules and procedures on how much visual evidence can be used and the extent to which this evidence can be altered or enhanced in the trial process.

INFO-C 405 Technology and the Law (3 cr.) This course provides students with a foundation on legal matters that impact informatics and media, including intellectual property (copyright, patents, trademark, trade secrets), contracts, licensing, privacy, publicity, global legal issues, and professional ethics.

INFO-C 413 Web Design and Development (3 cr.)

This course introduces website design and development. Topics include client-side technologies such as Hypertext Markup Language (HTML, XML), the document object model (DOM), Cascading Style Sheet (CSS), JavaScript and jQuery, AJAX, front-end framework, and server-side technologies.

INFO-C 450 System Design (3 cr.) P: INFO-C 211 This course introduces the concepts of large scale system design and development. Topics include: the software development life cycle, specification, analysis, design,

modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

INFO-C 451 System Implementation (3 cr.) This course introduces the concepts of large scale system implementation. Topics include: implementation of data models, user interfaces, and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. The students will work in teams and will utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

INFO-C 452 Project Management (3 cr.) This course will provide an in-depth discussion of project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory and team building.

INFO-I 100 First Year Experience (1 cr.) This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project managements and current/future job market trends.

INFO-I 101 Introduction to Informatics (4 cr.)

P: Computer literacy. Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

INFO-I 105 Computer Concepts for Health Information (3 cr.)

This course provides an overview of applications for the health and medical professionals. Topics include: audit trails, generating, quantifying and analyzing medical records, word processing, computer hardware, medical software, copyright and fair usage. Students retrieve and present medical data.

INFO-I 112 Basic Tools of Informatics - Programming and Database Concepts (3 cr.)

This course provides a practical introduction to both programming logic and database design techniques. The course emphasizes problem-solving, logic, and computational thinking. A high-level programming language will be introduced and it will be used to program, debug and test solutions for basic programming problems, emphasizing best programming techniques. This course also introduces students to database design and data modeling. Using a contemporary DBMS, students will learn how to develop and query database applications.

INFO-I 201 Math Foundations of Informatics (4 cr.)

P: INFO-I 101 and MATH-M 118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning; and logical and mathematical tools used in information sciences. Topics include propositional and predicate logic, natural deduction proof system, sets,

functions and relations, proof methods in mathematics, mathematical induction, and graph theory.

INFO-I 202 Social Informatics (3 cr.) P: INFO-I 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

INFO-I 210 Information Infrastructure I (4 cr.) P: INFO-I 101. INFO-I 101 can be taken concurrently. This course introduces software architectures of information systems and basic concepts and procedures of system and application development. Course topics include PHP programming syntax; procedural programming fundamentals; principles of developing dynamic, database-driven applications for the World Wide Web; relational database concepts; and basic MySQL statements.

INFO-I 211 Information Infrastructure II (4 cr.) P: INFO-I 210. The systems architecture of distributed applications. Advanced programming techniques, including event-driven programming, elementary data structures, and entry-level mobile programming. Credit given for only one of the following: INFO-I 211, CSCI-C 201.

INFO-I 213 Web Site Design and Development (3 cr.) P: INFO-I 101 or CSCI-B 100. Introduction to web site design and development covering high-level concepts in addition to hands-on activities. Topics include internet infrastructure, client-side technologies, embedded media, page design, site design, usability and other topics. Technologies to be covered include XHTML, JavaScript, and cascading style sheets.

INFO-I 300 Human-Computer Interaction Design and Programming (3 cr.) P: INFO-I 101. An intermediate course that teaches students how to assess the usability of software through quantitative and qualitative methods, including conducting task analyses, usability studies, heuristic inspections, interviews, surveys, and focus groups. The course also introduces students to the tool and techniques for designing and testing user interfaces based on a human-centered methodology.

INFO-I 303 Organizational Informatics (3 cr.) P: INFO-I 101. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining role of information technology, the changing character of work life and organizational practices, sociotechnical structures, and the rise and transformation of information-based industries.

INFO-I 308 Information Representation (3 cr.) P: INFO-I 201, and INFO-I 210. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through Entity Relationship Modeling, the Relational Model, XML, and XHTML. Laboratory topics include SQL and XPath querying.

INFO-I 310 Multimedia Arts and Technology (3 cr.) The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.

INFO-I 356 Globalization: Where we fit in (3 cr.) Globalization, increasingly enabled by information technology, changes how we work, what we buy and who we know. Learn about the past, present, and future of globalization from an information technology perspective, and what it means for you, your career, and your community.

INFO-I 399 Current Topics in Informatics (1 - 3 cr.) Emphasis is on new developments and research in informatics. For example, issues such as bioinformatics and medical informatics will be explored.

INFO-I 400 Topics in Informatics (1 - 3 cr.) Variable topic. Emphasis on new developments and research in informatics.

INFO-I 416 Applied Cloud Computing for Data Intensive Sciences (3 cr.) Online Collaborative Course. This course covers data science concepts, techniques, and tools to support big data analytics, including cloud computing, parallel algorithms, nonrelational databases, and high-level language support. The course applies the MapReduce programming model and virtual-machine utility computing environments to data-driven discovery and scalable data processing for scientific applications.

INFO-I 421 Applications of Data Mining (3 cr.) P: CSCI-C 201 or INFO-I 211, CSCI-C 343 or instructor permission. The course explores the use of data-mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques, instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and usable information.

INFO-I 450 Design & Development of an Information System (Part 1) (3 cr.) P: INFO I-308. This is the first course in a sequence of two capstone courses. Students work on capstone projects in supervised teams. They select an appropriate project, then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 451 Design & Development of an Info System (Part 2) (3 cr.) P: INFO I-450 and INFO I- 213. Continuation of INFO-I 450. Students work on capstone projects in supervised teams. They select an appropriate project, then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 453 Computer and Information Ethics (3 cr.) Online Collaborative Course. Ethical and professional issues that arise in the context of designing and using networked information technologies and information resources. Examines frameworks for making ethical decisions, emergent technologies and their ethical implications, information/computer professionalism. Topics include privacy, intellectual property, cybercrime, games, social justice, and codes of professional ethics.

INFO-I 490 Internship in Informatics Professional Practice (1-3 cr.) P: Approval and junior/senior status in informatics. Students gain professional work experience in an industry or research organization setting using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 cr. hours. S/F grading.

INFO-I 492 Senior Thesis (3 cr.) P: Senior Standing in Data Science Program. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as worked out between a student and a sponsoring faculty member.

Mathematics

MATH-C 404 Intro to Modern Algebra 2 (3 cr.)

P: MATH-M 403. Study of groups, rings, field extensions, with applications to linear transformations.

MATH-K 310 Statistical Techniques (3 cr.) P: MATH-M125 or MATH-M118. Introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measures of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, non-parametric methods.

MATH-M 104 Foundations of College Algebra (3 cr.)

P: SSCI-S100 or Mathematics Placement Exam. Fall, Spring. Students will develop critical problem solving skills, acquire an understanding of the core concept of functions and learn appropriate technology skills while strengthening their mastery of linear equations and inequalities, systems of linear equations, polynomial operations and graphing techniques for linear equations.

MATH-M 105 College Algebra (3 cr.) P: MATH-M 104 or Mathematics Placement Exam. Fall, Spring. Students will deepen their understanding of functions, acquire non-linear problem solving skills and develop the algebraic skills necessary for precalculus and general education mathematics courses: factoring; quadratic, polynomial, rational and radical equations and applications; and operations with rational expressions, radicals, and rational exponents.

MATH-M 110 Excursions in Mathematics (3 cr.)

P: MATH-M 105 or equivalent. Fall, Spring. A course designed to convey the flavor and spirit of mathematics, stressing reasoning and comprehension rather than technique. Not preparatory to other courses; explores topics in the theory of games and in properties of polyhedra.

MATH-M 113 Survey of Mathematics and Statistics (3 cr.)

P: MATH-M 105 or equivalent. Fall, Spring. This course is designed to expose students to the many uses of mathematics in modern society and provide a general, historical perspective of mathematics. Topics include statistics and a variety of mathematical concepts used in the world.

MATH-M 117 Intermediate Algebra (3 cr.) P: MATH-M 007 or equivalent. Factoring, rational expressions, fractional exponents, radicals, quadratic equations, and functions.

MATH-M 118 Finite Mathematics (3 cr.) P: MATH-M 105 or equivalent. Set theory, logic, permutations, combinations, simple probability, conditional probability, Markov chains.

MATH-M 119 Brief Survey of Calculus I (3 cr.)

P: MATH-M 125 or equivalent. Sets, limits, derivatives, integrals, and applications.

MATH-M 120 Brief Survey of Calculus II (3 cr.)

P: MATH-M 119. A grade of C- or above in MATH-M 119. Spring. A continuation of MATH-M 119, covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for non-physical science students. Credit not given for both MATH-M 216 and MATH-M 120. Knowledge of trigonometry required.

MATH-M 125 Precalculus Mathematics (3 cr.)

P: MATH-M 105. A grade of C- or better in MATH-M 105 or equivalent. Algebraic operations; polynomial, exponential, and logarithmic, functions and their graphs; conic sections; systems of equations; and inequalities.

MATH-M 126 Trigonometric Functions (3 cr.)

P: MATH-M 125. Spring. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for courses in calculus (MATH-M 211 or MATH-M 215).

MATH-M 133 Topics in Probability and Statistics (2 cr.)

P: MATH-M 105 or equivalent. Topics in set theory, probability, descriptive statistics, binomial and normal distributions, and confidence intervals.

MATH-M 134 Topics in Mathematics (2 cr.)

P: MATH-M 105 or equivalent. Variable topics in mathematics such as graph theory, logic, mathematics of personal finance, mathematics in music and art, modeling using regression, matrices and Markov chains, geometry, governmental mathematics, game theory and linear programming.

MATH-M 215 Calculus I (5 cr.)

P: A grade of C- or better in MATH-M 125 and MATH-M 126, or two years of high school algebra and trigonometry, or by permission. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

MATH-M 216 Calculus II (5 cr.)

P: MATH-M 215 Calculus I or equivalent, or by permission of the instructor. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

MATH-M 301 Linear Algebra and Applications (3 cr.)

P: MATH-M 230 or MATH-M216. Solving systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. Selection of advanced topics. Applications throughout. Computer used for theory and applications.

MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

P: MATH-M 203 or MATH-M 216. Introduction to the theory of real vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Eigenvalues and eigenvectors.

MATH-M 310 Special Topics in Mathematics (1-3 cr.)

P: MATH-M 216 or permission of the instructor. Study

of selected topics in mathematics. Topics vary from semester to semester.

MATH-M 311 Calculus III (3-5 cr.) P: MATH-M 216 or Instructor Consent. Elementary geometry of 2, 3, and n -space; functions of several variables; partial differentiation; minimum and maximum problems; and multiple integration.

MATH-M 313 Elementary Differential Equations with Applications (3 cr.) P: MATH-M 216 or Instructor Consent. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. A student may not receive credit for both MATH-M 313 and 343.

MATH-M 347 Discrete Mathematics (3 cr.) P: MATH-M 216 or permission of instructor. Injective and surjective functions; inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets; cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability.

MATH-M 360 Elements of Probability (3 cr.) P: MATH-M 216. C: MATH-M 311. Introduction to mathematical theory of probability. Probability models, combinatorial problems, conditional probability and independence, random variables, discrete and continuous distributions, repeated Bernoulli trials, gambler's ruin problems, moments, moment generating functions, law of large numbers, central limit theorem, and applications.

MATH-M 366 Elements of Statistical Inference (3 cr.) P: MATH-M 360. Sampling distributions (Chi square, t and F distributions), order statistical decisions, and inference. Hypothesis-testing concepts, Neyman-Pearson Lemma, likelihood ratio tests, power of tests. Point estimation, method of moments, maximum likelihood, Cramer-Rao bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods.

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: MATH-M 301 or MATH-M 303. Study of groups, rings, field extensions, with applications to linear transformations.

MATH-M 404 Introduction to Modern Algebra II (3 cr.) P: MATH-M 403. Study of groups, rings, fields extensions, with applications to linear transformations.

MATH-M 413 Introduction to Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, and MATH-M 311 or instructor consent. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics.

MATH-M 414 Introduction to Analysis II (3 cr.) P: MATH-M 413. Continuation of MATH-M 413. Functions of several variables, Taylor series, extreme values. Manifolds in Euclidean space, Implicit Function Theorem, Inverse Function Theorem. Divergence Theorem and other classical theorems of vector calculus. Special topics.

MATH-M 415 Elementary Complex Variables with Applications (3 cr.) P: MATH-M 413. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: MATH-M 301 or MATH-M 303, MATH-M 311, and MATH-M 360 which may be taken concurrently or with instructor consent. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH-M 448 Mathematical Models and Applications II (3 cr.) Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth.

MATH-M 463 Introduction to Probability 1 (3 cr.) P: MATH-M 311 Counting techniques, the meaning of probability. Random experiments, conditional probability, independence. Random variables, expected values and standard deviations, moment generating functions, important discrete and continuous distributions. Poisson processes. Multivariate distributions, basic limit laws such as the central limit theorem.

MATH-M 466 Introduction to Mathematical Statistics (3 cr.) P: MATH-M 463 Rigorous mathematical treatment of problems in sampling and statistical inference. Sufficient statistics, exponential distributions, monotone likelihood ratio, most powerful tests, minimum variance estimates, shortest confidence intervals, linear models and analysis of variance, nonparametric methods.

MATH-M 471 Numerical Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, MATH-M 313 or MATH-M 343, and MATH-M 311 or instructor consent. INFO-I 101 and INFO-I 210. Interpolation and approximation of functions, numerical integration and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, initial and boundary value problems for ordinary differential equations, and computer programs applying these numerical methods.

MATH-T 109 Mathematics for Elementary Education I (3 cr.) P: MATH-M118 or MATH-M 125. Fall, Spring. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors. Does not count towards divisional distribution requirement.

MATH-T 110 Mathematics for Elementary Education II (3 cr.) P: MATH-M 118 or MATH-M 125. Fall, Spring. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tessellation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors. Does not count toward divisional distribution requirement.

MATH-T 336 Topics in Euclidean Geometry (3 cr.)

P: MATH-M 303 or equivalent. A study of the central aspects of two-dimensional Euclidean geometry from historical and axiomatic points of view as well as through hands-on and/or computer-based exploration of geometric concepts and constructions.

MATH-Y 398 Internship in Professional Practice (1 - 3 cr.)

P: Junior or Senior standing. Internship with businesses requiring applied mathematics (or pure mathematics) projects.

graduate**MATH-T 601 Topics in Algebra (3 cr.) Online**

Collaborative Course. This course will cover core topics in Algebra, including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.

MATH-T 610 Topics in Analysis (3 cr.) Online

Collaborative Course. This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.

MATH-T 620 Topics in Topology/Geometry (3 cr.)

Online Collaborative Course. Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 640 Topics in Differential Equations and Applications (3 cr.) Online Collaborative Course.

Students will develop graduate-level knowledge in Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.

MATH-T 650 Topics in Probability/Statistics (3 cr.)

Online Collaborative Course. This course will cover graduate-level knowledge of key concepts of Probability/Statistics.

Microbiology**MICR-J 200 Microbiology and Immunology (3 cr.)**

P: ANAT-A 215 and PHSL-P 215 or equivalent, or by permission of the instructor. For students of the baccalaureate curricula in the School of Nursing and in the Division of Allied Health Sciences; others by consent of instructor. Concurrent or previous registration in MICR-J 201 Microbiology Laboratory is recommended. Basic principles of microbiology, cell biology and epidemiology. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.)

C: MICR-J 200. Bacteriological techniques: microscopy, asepsis, pure culture, identification. Biology of microorganisms: action of anti-microbial agents. Representative immunological reactions: blood typing, bacterial agglutination, precipitin reaction, immune lysis. Virology: bacteriophage, animal viruses, viral hem agglutination and cytopathogenic effects. Recognition of pathogenic fungi and animal parasites.

MICR-M 310 Microbiology (3 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211 and CHEM-C 105. Application

of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment.

MICR-M 315 Microbiology Laboratory (2 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211; CHEM-C 105. C: MICR-M 310. Audio-tutorial laboratory of exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions.

MICR-M 320 Environmental and Public Health

Microbiology (3-5 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211, MICR-M 310. Introduction to basic concepts in environmental microbiology, public health microbiology, and epidemiology. Significance of waterborne pathogenic microorganisms and indicators. Importance of drinking water treatment and wastewater treatment. Introduction to foodborne pathogens and foodborne infections.

Physiology

PHSL-P 215 Basic Human Physiology (5 cr.) P: MATH-M 104, ANAT-A 215. Functional aspects of cells, tissues, organs, and systems in mammalian organisms.

PHSL-P 416 Comparative Animal Physiology (3 cr.)

P: CHEM-C 106, BIOL-L 122 (or equivalent) or BIOL-L 211. How animals work. Principles of physiology via the comparative method: functioning of the respiratory, circulatory, excretory and related functions examined through examples of vertebrate and invertebrate animals that have unusual abilities or best exemplify these physiological principles.

PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.)

P: CHEM-C 106, BIOL-L 122 (or equivalent) or BIOL-L 211. C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.

Physics

PHYS-P 100 Physics in the Modern World (5 cr.) No credit in this course will be given for students who have already passed PHYS-P 201-202 or PHYS-P 221-222.

This course develops concepts in physics and places them in the context of our modern, technological world. Topics include motion, gravity, sound, optics, electricity and magnetism, thermodynamics and elements of quantum phenomena. Cannot be substituted for physics courses explicitly designated in specified curricula.

PHYS-P 201 General Physics I (5 cr.)

P: MATH-M 125 or high school equivalent. Newtonian mechanics, wave motion, heat, and thermodynamics. Application of physical principles to related scientific disciplines, especially life sciences. Intended for students preparing for careers in the life sciences and the health professions.

PHYS-P 202 General Physics II (3-5 cr.)

P: PHYS-P 201. lab fee Electricity and magnetism; geometrical and physical optics; introduction to concepts of relativity, quantum theory, and atomic and nuclear physics.

PHYS-P 221 Physics I (3-5 cr.)

C: MATH-M 215. Newtonian mechanics, oscillations and waves, heat and thermodynamics.

PHYS-P 222 Physics II (3-5 cr.) P: MATH-M215, PHYS-P 221. Primarily electricity, magnetism, and geometrical and physical optics.

PHYS-P 301 Physics III (3 cr.) P: PHYS-P 201 or PHYS-P 222; and MATH-M 215, which may be taken concurrently with consent of instructor. Third semester of a three-semester sequence. Special theory of relativity; introduction to quantum physics; atomic, nuclear, condensed matter, and elementary particle physics. Intended for science and mathematics majors. Three lecture-discussion periods each week.

PHYS-P 309 Modern Physics Laboratory (2-3 cr.) C: PHYS-P 301 Fundamental experiments in physics with emphasis on modern physics. The course aims to develop basic laboratory skills and data analysis techniques.

PHYS-P 310 Environmental Physics (3 cr.) P: PHYS-P 201 or consent of instructor. Relationship of physics to current environmental problems. Energy production, comparison of sources and by-products; nature of and possible solutions to problems of noise; particulate matter in atmosphere.

PHYS-S 406 Research Project (1 - 6 cr.) P: Permission of the instructor. Research participation in group or independent project under the supervision of a faculty member in departmental research areas; or topic agreed upon between the student and supervisor.

Physical and Life Sciences

PLSC-B 203 Survey of the Plant Kingdom (5 cr.) P: BIOL-L 122 or equivalent. Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.

PLSC-B 364 Summer Flowering Plants (5 cr.) P: One introductory biology course. For those desiring a broad, practical knowledge of common wild and cultivated plants.

School of Sciences

SSCI-S 100 Strategies for Success in College Mathematics (3 cr.) P: Mathematics Placement Test (ALEKS score of 11 to 30). Students will develop strategies for learning and retaining college level mathematical concepts and procedures. Techniques for overcoming math anxiety and test anxiety will also be learned. Appropriate mathematical content will be taught to provide the students the opportunity to practice their new learning strategies and test-taking techniques. Upon completion of this course students will be well equipped for success in their first college credit mathematics course.

SSCI-S 105 Freshman Seminar in Natural and Mathematical Sciences (1 cr.) Fall. Small-class experience with faculty instructor. Introduction to college-level projects in thinking, research, and writing in a small-group context. Topics will vary. Open only to freshmen.

SSCI-S 410 Interdisciplinary BA Seminar (3 cr.) P: Junior or senior standing. For students in the School of Sciences and the School of Humanities and Social Sciences. Interdisciplinary variable topics for students completing a bachelor of arts. This course integrates diverse fields of knowledge upon analyzing local, national, and/or global issues. Students will work collaboratively to develop effective, interdisciplinary approaches to addressing enduring problems.

SSCI-S 425 Capstone in General Studies (1-3 cr.)

P: Senior class standing. The capstone experience allows each student to assess their experience with the general studies program. Students will: demonstrate accomplishment of learning outcomes, analyze and evaluate their general studies experience across the three content areas, examine their career and intellectual interests, and develop a plan for life-long learning.

SSCI-S 430 Professional Practice for General Studies (1 - 6 cr.)

P: Junior or Senior standing. This course is designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and instructor or school dean. The course may be repeated for a maximum of 6 credit hours.

Sustainability

SUST-C 301 Fundamentals of Sustainability Studies (3 cr.)

This course introduces the systems-oriented framework that defines sustainability studies while at the same time encouraging and empowering students to tackle the complex socio-environmental issues confronting our communities and the world.

SUST-C 350 Sustainability in the Arts & Humanities (3 cr.)

Application of arts and humanities approaches such as historical perspectives, ethical sensibilities, and works of the creative imagination to topics and issues of special interest to sustainability studies.

SUST-S 201 Foundations of Sustainability (3 cr.)

This course is designed to provide an interdisciplinary framework within which students can study the foundations of sustainability, and learn how to apply this knowledge to the development and implementation of sustainable values, practices, technologies and strategies. It emphasizes interconnections between environment, economy and security.

SUST-S 305 Topics in Environmental Chemistry (3 cr.)

P: 3 credit hours of CHEM or SUST or junior standing. The course is organized in such a way that students will learn the basic principles of chemistry that underly most common environmental issues, including global warming, air pollution, ocean acidification and environmental contamination. Additionally, the course will explore the complex interrelationships among the physical, chemical, biological, agricultural, cultural, economic, and political forces that shape the environment of the world in which we live. Through an enhanced understanding of the chemical aspects of these issues, students will gain increased environmental awareness.

SUST-S 400 Energy Sources and Needs (3 cr.)

Renewable and non-renewable energy resources, their origins, society's needs and usage, environmental impacts of use and production, and future directions in energy technologies. Also may include study of non-energy resources including metallic and nonmetallic resources.

SUST-S 491 Internship in Sustainability (3 cr.)

P: Junior or senior students in the School of Sciences. By permission. Involves placement in a business, not-for-profit agency or governmental unit to give student hands on experience working with sustainability in a practical setting.

Zoology

ZOOL-Z 315 Developmental Anatomy (5 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211, BIOL-L 203.

Comparative study of the structure and development of vertebrates, including man.

stat

STAT-K 311 Introduction to Statistical Computing (3 cr.) P: CJHS-J 300, ECON-E 270, HSCI-H 322, MATH-K 310, NURS-H 355, PAHM-V 3 PSY-K 300, or SOC-S 355, or instructor consent. This course is designed for students with some knowledge of statistics who wish to further develop their statistical analysis skills through hands-on experience using statistical software. Topics will include basic programming, working with data, producing descriptive statistics, creating visualizations, hypothesis testing, and correlation and linear regression.

Graduate Courses

BIOL-T 570 Evolution (3 cr.) Online Collaborative Course. Provides a rigorous exploration of the theory of evolution; the conceptual core of biology. Topics include origins and history of life: the interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods of inferring evolutionary relationships among organisms.

BIOL-T 574 Immunology (3 cr.) Online Collaborative Course. This course will introduce graduate students to immunology, focusing upon cells, molecules and mechanisms operating in the normal immune system and then assess the dysfunction associated with diseases and immune disorders.

BIOL-T 582 Advanced Field Zoology (3 cr.) Online Collaborative Course. This course will cover areas related to ecology - specifically in the areas of wildlife biology, wildlife management, and conservation biology. There will be some bias towards vertebrate and behavioral ecology.

BIOL-T 586 Principles of Ornithology (3 cr.) This course provides an introduction and overview over the biology, ecology, evolution, and behavior of birds. As a student in this course you will learn about the diversity of bird life in world, with focus on Indiana. This course will help you recognize the role of birds in the ecosystem and how they impact and interact with other organisms. You will also learn about the different ways birds are adapted to flight and to survive in all types of habitats. In terms of bird diversity, you will learn how to identify Indiana bird species by sight and sound. We will also discuss how humans impact the diversity of birds in the world, especially in Indiana. To learn observational techniques and how to identify birds, you will be required to keep and maintain a field journal with drawings and descriptions.

BIOL-T 587 Principles of Ornithology (3 cr.) Online Collaborative Course. This course provides an introduction and overview over the biology, ecology, evolution, behavior, and conservation of birds. Students will also learn to identify common birds by sight and sound. Regular independent bird watching trips are expected as well as a field research project on local bird diversity.

BIOL-T 591 History of Life (3 cr.) Online Collaborative Course. This course examines the evolutionary history of life based on the fossil record and genetic codes of existing organisms. It also explores the history of changing philosophies regarding life's origin, from creation story-based religious views to the non-teleological views of modern revolutionary theory.

CHEM-T 510 Inorganic Chemistry (3 cr.) Online Collaborative Course. This course introduces fundamental concepts of inorganic chemistry including descriptive chemistry, bonding in coordination chemistry, organometallic chemistry, special topics in inorganic chemistry and biological inorganic chemistry.

CHEM-T 530 Organic Spectroscopy (3 cr.) This is a course in Organic Spectroscopy. This course is intended to give students a more complete picture of how spectroscopic methods (IR, UV, NMR, mass spectroscopy, and other methods) are used to elucidate the structure of complex organic molecules.

CHEM-T 540 Physical Chemistry (3 cr.) Online Collaborative Course. This course will touch on all the fundamental areas of Physical Chemistry. Emphasis is placed on content that expands the students' knowledge in the key areas and relates to concepts that are likely to be taught in introductory chemistry courses.

CHEM-T 550 Introduction to Biochemistry (3 cr.) Online Collaborative Course. Protein composition and structure, Enzyme kinetics, catalytic and regulatory strategies, Carbohydrates, Nucleic acids, Lipids and cell membranes, Transducing and storing energy - metabolic cycles, Responding to environmental changes.

CHEM-T 560 Environmental Chemistry (3 cr.) Online Collaborative Course. Chemical topics in environmental chemistry.

CHEM-T 570 Nuclear Chemistry (3 cr.) Online Collaborative Course. The fundamentals of nuclear chemistry and radiochemistry are covered. Topics may include nuclide types (origin, distribution), nuclide stability (quantum structure, binding energy), nuclear reactions (radioactive decay, fusion, fission), applications of nuclear phenomena (nuclear power plants, radioisotope dating, tracers, analytical techniques), and hazards (nuclear power plant accidents, biological effects of radiation).

CHEM-T 590 Chemistry Capstone (3 cr.) Online Collaborative Course. Integration of knowledge and understanding from the literature that transcends disciplinary boundaries of chemistry.

MATH-T 601 Topics in Algebra (3 cr.) Online Collaborative Course. This course will cover core topics in Algebra, including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.

MATH-T 610 Topics in Analysis (3 cr.) Online Collaborative Course. This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.

MATH-T 620 Topics in Topology/Geometry (3 cr.) Online Collaborative Course. Students will develop graduate-level knowledge in essential concepts of

Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 620 Topics in Topology/Geometry (3 cr.)

Online Collaborative Course. Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 640 Topics in Differential Equations and Applications (3 cr.) Online Collaborative Course.

Students will develop graduate-level knowledge in Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.

MATH-T 650 Topics in Probability/Statistics (3 cr.)

Online Collaborative Course. This course will cover graduate-level knowledge of key concepts of Probability/Statistics.

Bachelor of Science in Computer Science - Online Collaborative

The IU Online Collaborative Bachelor of Science Degree in Computer Science is a well-rounded degree that prepares you for a career in one of the fastest-growing fields today. Learn the foundational principles of programming, mathematics, problem-solving, and software development. Gain the skills to address complex problems in the real-world using technology. Prepare to work in a variety of settings and thrive as technology changes. Enter your career field with the technical proficiency, project management skills, communication expertise, and experience sought by employers. Learn to develop working solutions for computing challenges in the future. Benefit from excellent career opportunities after graduation or prepare for graduate school.

This 100 percent online collaborative program is taught by faculty at IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

Degree Requirements

To earn the online collaborative B.S. in Computer Science, students must complete all general education and college/school requirements according to the campus of residence, as well as IU Collaborative B.S. in Computer Science, which consists of 70-72 credits in four course categories.

1. **Math Core** (four courses/16 credits)
2. **Computer Science Core** (ten courses/40 credits)
3. **Science Core** (three or four courses/ 8-10 credits)
4. **Electives** (two courses/6 credits)

Students falling short of 70 credits can take an additional CSCI elective.

Degree Requirements

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.

2. A minimum of 30 credit hours must be taken at the 300 level or above.

3. Entering freshmen must take HSS-A 101 Student Success Seminar (1 cr.).

4. All School of Sciences students must complete ENG-W 221 Writing in the Disciplines (3 cr.).

5. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in critical thinking and cultural diversity are satisfied by the major. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements.

6. Core courses in CSCI and INFO must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in the computer science core is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any passing grade. A minimum overall GPA of 2.0 is required for graduation.

Required Courses:

Math Core (four courses/16 credits)

1. Calculus (10 cr.)

Complete the two-course sequence

- MATH-M 215 Calculus I and
- MATH-M 216 Calculus II

2. Linear Algebra (3 cr.)

Complete one of the following

- MATH-M 301 Linear Algebra and Application
- MATH-M 303 Linear Algebra

3. Statistics (3 cr.)

Complete one of the following

- MATH-K 300 Statistical Techniques (3 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)

Computer Science Core (ten courses/40 credits)

1. Programming I (4 cr.)

- CSCI-C 155 Computer Programming I (4 cr.)

2. Programming II (4 cr.)

- CSCI-C 255 Computer Programming II (4 cr.)

3. Data Structures (4 cr.)

Complete one of the following

- CSCI-C 243 Introduction to Data Structures (4 cr.)
- CSCI-C 343 Data Structures (4 cr.)

4. Algorithms (3 cr.)

- CSCI-C 455 Analysis of Algorithms I (3 cr.)

5. Operating Systems (3 cr.)

Complete one of the following

- CSCI-C 436 Introduction to Operating Systems (3 cr.)
- CSCI-C 435 Operating Systems (3 cr.)

6. Computer Structures (4 cr.)

- CSCI-C 335 Computer Structures (4 cr.)

7. Programming Languages (3 cr.)

CSCI-C 311 Programming Languages (3 cr.)

8. Discrete Structures (3 cr.)

Complete one of the following

- CSCI-C 241 Discrete Structures for Computer Science (3 cr.)
- CSCI-C 251 Foundations of Digital Computing (3 cr.)

9. Software Engineering (3 cr.)

Complete one of:

- CSCI-C308 System Analysis and Design (3 cr.)
- CSCI-C330 Object Oriented System Analysis and Design (3 cr.)

10. Computer Networks or Computer Security (3 cr.)

Complete one of the following:

- CSCI-A 347 Computer and Network Security Essentials (3 cr.)
- CSCI-A 447 Advanced Networking System Administration (3 cr.)
- CSCI-B 438 Fundamentals of Computer Networks (3 cr.)
- CSCI-B 451 or C 490 Security in Computing / Security of Networked Systems (3 cr.)
- CSCI-C 437 Computer Security (3 cr.)

**Computer Networks and Computer Security topics not chosen can be used as electives.

11. Capstone or Internship (3 cr.)

Complete one of the following

- COAS-S 399 Internship (3 cr.)
- CSCI-Y 398 Internship in Professional Practice (3 cr.)
- CSCI-Y 398 Internship in Professional Practice 3 (3 cr.)

12. Database Systems (3 cr.)

- CSCI-C 442 Database Systems (3 cr.)

Science Core (three or four courses/ 8-10 credits)

Complete one of the following four sets of courses in Chemistry, Biology, Physics, or Geology. Must include one lecture and one lab.

Option 1 Chemistry

- CHEM-C 105 Principles of Chemistry II (or equivalent)
- CHEM-C 125 Experimental Chemistry I (or equivalent)
- CHEM-C 106 Principles of Chemistry II (or equivalent)

Option 2 Biology

- BIOL-L 101 Intro to Biological Science I (or equivalent)
- BIOL-L 102 Intro to Biological Science II (or equivalent)

Option 3 Physics

- PHYS-P 201 General Physics 1 (or equivalent)
- PHYS-P 202 General Physics 2 (or equivalent)

Option 4 Geology

- GEOL-G 101 Introduction to Earth Science: Lecture
- GEOL-G 102 Introduction to Earth Science Laboratory
- GEOL-G 107 Two additional GEOL Classes to total 8-10 credits
- GEOL-XXXX Two additional GEOL Classes to total 8-10 credits

Electives (two courses/6 credits)

Computing Theory Elective

Complete one of the following

- CSCI-B 401 Fundamentals of Computing Theory
- CSCI-B 401 Fundamentals of Computing Theory

Artificial Intelligence Elective

- CSCI-C 463 Artificial Intelligence

Graphics Elective

- CSCI-C 481 Interactive Computer Graphics

Data Mining Elective

Complete one of the following

- CSCI-C4 90 Data Mining
- INFO-I 421 Applications of Data Mining

Free electives

Complete any one of the following

- CSCI-B 424 Parallel and Distributed Programming
- CSCI-B 439 Network Security
- CSCI-C 407 Introduction to Digital Forensics
- CSCI-C 431 Assemblers and Compilers I
- CSCI-C 458 Intelligent Robots
- CSCI-C 490 Seminar in Computer Science (variable topic)
- CSCI-C 490 Seminar in Computer Science (variable topic)
- CSCI-P 422 Web Enterprise Systems

Special Programs

The faculty at IU Kokomo have designed two programs that will enhance your academic experience. The IU Kokomo Honors Program offers educational and cultural opportunities to foster intellectual curiosity and professional development. In addition to engaging coursework, honor students are given special opportunities to work with faculty on research projects, to present their work at conferences, and to receive

individualized mentoring from faculty members in their major area of study.

The Overseas Study Program provides students with opportunities to study in a variety of countries for a semester or a year. In addition, the faculty have designed courses that include one week travel experiences as part of a course. These trips usually occur over spring break or in the summer.

Honors Program

The IU Kokomo Academic Honors Program offers educational and cultural opportunities to foster intellectual curiosity and professional development for talented, highly motivated, and creative students. In addition to coursework, Honors students are given special opportunities, for example, to participate with faculty on research projects, to present their work at regional conferences, and to receive individualized counseling.

There are two types of honors courses. Honors colloquia are three-credit courses that focus on interdisciplinary topics, such as “Ethics and Technology” and “Human Intelligence.” H-Option courses provide students with a way to gain honors credit from regular courses. An H-Option section runs concurrently with a section of a regular course, and the Honors student attends class with other students. The instructor and the Honors student develop a special set of course requirements to fit the student’s abilities and interests; typically these include many of the regular requirements. To do this, students must complete an H-Option contract form with the professor’s approval and submit the form to the Honors director, who will then arrange for honors credit upon completion of the project. H-Option course sections may also be set up for internships, independent studies, field-work experience, undergraduate thesis, or other research/creative projects. Students should consult the Honors Director for currently offered honors courses.

Incoming freshman students are eligible to apply if they have combined SAT scores of 1100 or better (or an ACT score of 23) and if they have ranked in the upper 20 percent of their high school graduating class. Continuing students who have completed a minimum of 12 credit hours at IU Kokomo and maintain a GPA of 3.3 or higher are also eligible to apply.

There are two notations of student attainment. These are noted on the student’s diploma and transcript. Students may attain both University Honors and Honors in their majors.

University Honors

To qualify for the University Honors notation, students must complete 9 credit hours in honors course work inside and outside the major, a presentation of work at a student conference, plus two honors colloquia of 3 credits each.

Major Honors

Each academic division has special honors courses available for students who are majoring in disciplines offered by the division. (There are no major honors available for AHLT students at this time.) To qualify for the degree in major honors, the student must complete 9 credit hours in honors course work in the major, as determined by the division or department, a presentation

of work at a student conference, plus two honors colloquia of 3 credits each. Students may count the same two honors colloquia as satisfying both university and major honors requirements.

Major Honors in Nursing

The major honors in the baccalaureate nursing program follows the general guidelines of the IU Kokomo University Honors program. Students secure eligibility to participate and remain in the major honors in nursing by attending to the eligibility criteria outlined for the Academic Honors Program. Aware of the special needs of superior nursing students, the Major Honors in Nursing Program provides these outstanding students with a variety of opportunities to enrich their nursing career and the nursing profession overall. To graduate with honors in nursing, a nursing student must complete 6 credit hours in honors courses in nursing as well as two 2-credit hour honors colloquium courses.

Honors projects within a course are meant to enhance or broaden regular course work. However, the work is in lieu of specific course activities, not in addition to those activities. Honors activities may include: research papers, field work, visual or oral presentations, creative works, analytical library work, annotating a bibliography, writing a series of position papers, or participating in a major scientific project. Honors nursing students and faculty responsible for teaching the specific honors courses work together to create a project and a contract for completing the project.

Overseas Study Program

IU Kokomo students are eligible to participate in Indiana University’s overseas study programs offered at a number of universities including the Kokomo campus. Most credits earned in these programs are considered Indiana University credits, not transfer credits; however, dependent on the course of study selected, some of the courses offered may earn transfer credits. When students enroll in IU programs, they will discover that most university scholarships and loans are applicable to the fees for these programs. Credit usually satisfies Indiana University degree requirements and generally meets the residence requirements. Programs are not restricted to language majors. In fact, there are a broad range of courses offered in multiple schools, geared to meeting varied student interests. Undergraduate students, particularly liberal arts majors, are encouraged to explore the possibilities of experiencing a semester or an academic year at a university in another country.

Overseas Programs

IU administered and IU co-sponsored programs include the following:

1. One year of college-level language (College of Arts and Sciences language requirement) or the equivalent.
2. Two years of college-level language or the equivalent.
3. Three years of college-level language or the equivalent.

Academic-Year Programs:

- Bologna, Italy
- Canterbury, England

- Legon, Ghana
- Hamburg, Germany
- Jerusalem, Israel
- Madrid, Spain
- Nagoya, Japan
- Nanjing, People's Republic of China
- Paris, France (critical studies, film studies)
- San Jose, Costa Rica
- São Paulo, Brazil
- Strasbourg, France

Semester Programs:

- Adelaide, Australia
- Alicante, Spain
- Athens, Greece
- Beijing, People's Republic of China
- Budapest, Hungary
- Canberra, Australia
- Costa Rica (tropical biology)
- Freiburg, Germany
- Leiden, The Netherlands (Public and Environmental Affairs)
- London, England
- Maastricht, The Netherlands (business)
- Madrid, Spain
- Paris, France
- Prague, Czech Republic
- Rennes, France
- Rotterdam, The Netherlands (public and environmental affairs)
- Rouen, France (business)
- Santiago, Chile
- Santiago, Chile (business)
- Seoul, South Korea
- Seville, Spain (language, liberal arts)
- Singapore (business)
- St. Petersburg, Russia
- Tokyo, Japan
- Wollongong, Australia

Summer Language Programs:

- Baden Wurttemberg, Germany
- Florence, Italy
- Graz, Austria
- Guanajuato, Mexico
- London, England
- Maastricht, The Netherlands (business)
- Mexico City, Mexico
- Mikkeli, Finland (business)
- Oldenburg, Germany
- Paris, France
- Quebec, Canada
- Salamanca, Spain
- St. Petersburg, Russia

Shorter Travel Options:

Annually, short term travel options may be included within a regular course offered at IU Kokomo. In the past, students have traveled on trips of 14 days or less to England, Guatemala, France, Ireland, South Korea, Italy, Spain and Turkey. Courses offering such travel have ranged from the Hispanic Culture and Health Care Practicum (Guatemala), to courses on Irish, British and Italian culture, to courses in art history in Italy or France, to a course on Irish drama, or a Korean Health Care Practicum, among others. These courses are announced

in the spring or fall prior to travel and students often engage in fundraising and other preparations in advance of actual enrollment.

In addition, IU Kokomo students are eligible to participate in any of a large number of foreign study programs administered by other U.S. colleges and universities.

Students interested in overseas study are advised to start planning as far ahead as possible in order to facilitate their choices and ease preparations. For further information, please consult the IU Kokomo Overseas Studies coordinator, Donna McLean, (765) 455-9442 or by e-mail at: domclean@iuk.edu.

Kokomo Experience and YOU Program

The KEY to Your Future

Indiana University Kokomo is the home of the KEY ("Kokomo Experience and You"), a four-year experiential-learning program designed to transform students' professional, personal, and civic lives. We call it "the best four years of your life—so far."

The Experience of a Lifetime—for a Lifetime of Experience

Employers agree there is no substitute for experience.

So do our students. Experience—seeing, feeling, and especially doing—teaches crucial knowledge and skills, but it also does something more. Experience makes learning come alive. It builds connections and confidence. It makes education engaging, relevant, and fun.

"Being in an intimate space with intelligent, artistic people was invigorating. One of the few times I felt like I deserved to be where I was and I belonged there."

-New Media, Art, and Technology student on retreat at Camp Tecumseh

"I have always been nervous around my classmates, but I'm not anymore. I learned many valuable things, such as I am a leader and a captain."

-Education student on retreat at Bradford Woods
"It was really awesome to hear that someone from Kokomo was actually doing this, and made the goals we set seem more reachable and attainable."

-Sociology student on trip to Graduate Expo in Indianapolis

"The trip to Chicago was incredible. We got to connect with past IU alumni and ask them questions about their profession and how they got there. They gave me so much advice that I never thought about before the trip."
-Communication student, Sophomore Sojourn to Chicago
"I learned so much about some of my classmates and I feel more at home."

-Education student on retreat at Bradford Woods

Education is What We .

Experience is at the heart of the KEY. It comes in a variety of forms, depending on a student's major.

Our Communication students have traveled to Chicago, where they heard from IU alumni already succeeding in the world of public relations, toured WBEZ studios and Wrigley Field, and met professionals at Ketchum, one of the world's leading PR firms.

Students majoring in Hospitality and Tourism Management spent two days in Louisville studying Churchill Downs and other attractions. Criminal Justice students have toured Bankers Life Fieldhouse with a CJ professional, who discussed security measures and strategies. Students in Medical Imaging Technology regularly visit a trade show in Chicago, where they interview vendors about equipment. Hundreds of students in Nursing, Sciences, and Health Sciences have attended conferences, and many have presented their own research. Many students exercise their creative muscles in retreats, where they immersed themselves in their art or writing, and publish their work in our Field magazine. Psychology students have studied equine therapy (and met the horse therapists in “person”). Countless other experiences include internships and externships, participation in national and international business competitions, design projects for real clients, and trips to Google offices and the Field Museum in Chicago, the Underground Railroad Museum in Cincinnati, Shaker Village in Kentucky, an international grocery in Indianapolis, and other sites where students study computing, biology, history, nutrition, and other subjects up close and personal with their classmates, teachers, alumni, and professionals in the field.

Students participate in all of these experiences at little or no additional cost to them. Thanks to scholarships, many also can afford to travel to other parts of the world, including Italy, France, Germany, Poland, Guatemala, South Korea, and Yellowstone National Park.

A Lifetime of Success

Based on outcomes that both employers and educators value, the KEY prepares students for a lifetime of success. Through a wide variety of hands-on experiences, our students learn to **apply** and **integrate** their knowledge and skills, **collaborate** with others, take **initiative**, and develop a **mindset** for success and service. Along the way, they make important **connections** with classmates, faculty, staff, administrators, and members of the larger community while developing the **confidence** to become their best selves.

Fulfilling the Promise

The KEY is IU Kokomo’s own special way of realizing Indiana University’s mission of “Fulfilling the Promise.”

Our promise to students is simple and heartfelt: “Get ready to love learning, graduate on time, land a good job, and start changing the world. #You are the KEY.”

University Policies

Students are responsible for the requirements and regulations described herein. In addition, the Indiana University Kokomo Bulletin is not intended to be a comprehensive compilation of academic and administrative policies. Students are expected to be familiar with the various regulations that are office-specific, such as regulations related to financial aid, the Office of the Registrar, academic majors, as well as campus-wide rules, to include the Student Code of Conduct. Although every effort is made to provide accurate and current information, Indiana University Kokomo reserves the

right to change rules, policies, fees, curricula, courses, and other programs described to reflect faculty or administrative action.

Citizenship Verification

Effective July 1, 2011, Indiana state law requires that Indiana University collect verification of citizenship from every individual who applies for “state or local public benefits.” The legislation stipulates that students who are not lawfully residing in the United States are:

- ineligible for in-state tuition rates
- ineligible for scholarships, grants, assistantships or other aid funded by the university

All students are required to complete an electronic citizenship verification within One.IU.edu.

- If you are a U.S. Citizen, once you complete the verification, your existing residency status and financial aid/scholarship awards will be unaffected.
- If you are a foreign national with a valid U.S. visa or immigration status, once you complete the verification, your existing residency status and financial aid/scholarship awards will be unaffected.
- If you live outside the U.S. and will complete your program while residing abroad, once you complete the verification, your residency status and any financial aid/scholarships awards will be unaffected.
- If you are unable to verify that you are lawfully residing in the U.S., you will no longer be eligible for in-state tuition rates or institutional aid/scholarships.

International students with any concerns about their visa/immigration status may contact the Office of International Services in Bloomington at intlserv@indiana.edu or 812-855-9086.

More information about this new legislation can be found here:

Indiana House Enrolled Act 1402 <http://www.in.gov/legislative/bills/2011/PDF/HE/HE1402.1.pdf>

Indiana Senate Enrolled Act 590 <http://www.in.gov/legislative/bills/2011/PDF/SE/SE0590.1.pdf>

Confidentiality of Student Records

Release of Information Policy Indiana University's Annual Notification of Student Rights under FERPA 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. A student should submit to the registrar, dean, the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's 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 provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for 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 entity with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent; the Indiana University Foundation and Indiana University Alumni Association; and vendors of services such as email or other electronic applications, enrollment verification, and so on); 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 responsibilities for the University. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Finally, "public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. Public information is limited to name; e-mail address; major field of study; dates of attendance;

admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and personally identifiable information without your consent to *any* third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and personally identifiable information without your consent to researchers performing certain types of studies, in certain cases *even when we object to or do not request such research*. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent personally identifiable information from your education records, and they may track your participation in education and other programs by linking such personally identifiable information to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: failures by Indiana University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

Equal Opportunity / Affirmative Action Policy

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination on the basis of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status.

As required by Title IX of the Education Amendments of 1972, Indiana University does not discriminate on the basis of sex in its educational programs and activities, including employment and admission. Questions specific to Title IX may be referred to the Office for Civil Rights or the University Title IX Coordinator.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans. If you have questions or problems related to any of the protected classes list above contact Sarah Sarber, the Affirmative Action Officer, at (765) 455-9316 or room 212B of Hunt Hall.

Military Reserve Policy

Indiana University realizes that students who are members of the Indiana military reserves may be called to active duty. The following policy is provided in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities.

Any student called to active duty may withdraw from all courses and receive a 100 percent refund of tuition and fees. Alternatively, with the permission of the instructor(s), a student may receive an incomplete or a final grade in the courses taken. Either alternative may occur anytime during the semester through the end of final examinations. If the withdrawal is processed after the first week of classes, the grade of W will be assigned initially. Students receiving financial aid will be subject to the refund policies of the agencies sponsoring the aid. The request to withdraw needs to be made within one week of being called to active duty and may be made by either the student or other responsible party who has the student's military information.

Students who wish to withdraw from courses as a result of being called to active duty must provide a copy of their orders to the Office of the Registrar on their campus along with a signed note asking to be withdrawn. These materials may be delivered in person, through the mail, or by fax to the Office of the Registrar. The Office of the Registrar will notify the student's instructors, the student's school, and other campus offices. Students or other responsible parties may wish to call the Office of the Registrar first to begin the withdrawal process, with the understanding that a copy of the orders needs to be forthcoming.

For any questions about this process or to request a withdrawal from all classes due to military orders, contact the Office of the Registrar on your campus. We will be

happy to talk about your particular situation so we can minimize inconvenience to you.

Residency

Because IU is a state-funded public university, in-state and out-of-state students pay different rates for tuition. The rules for determining residence are established by the Trustees of Indiana University. The initial determination of a student's residency status is made at the time of admission. If the student is found to be a nonresident and wishes to appeal the decision, the student should contact the Office of the Registrar for an Application for Classification as a Resident Student.

For further information, review the rules for residency and the classification application:

- [Application for Classification as a Resident Student](#)
- [Rules for Residency](#)

Undergraduate Program Regulations

The university's academic policies, rules, and procedures have been developed for the collective good of the university community. The information contained in this section is under the authority of the faculty, except for mandates from state and federal statutes.

Absence

Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. The names of students who are excessively absent are to be reported by their instructors to the Office of the Registrar.

Academic Standing of Students, Including Probation and Dismissal

A student is considered to be a candidate in good standing for an Indiana University degree when admitted into a degree program by the Office of Admissions, when the academic grade point average is not less than a 2.0 (C) for the last semester's work, and when the program average is not below the same.

The following policy regarding academic probation and dismissal applies to all Indiana University Kokomo students.

Probation

Indiana University Kokomo places a student on academic probation to notify a student that his or her academic performance is falling short of what is needed to eventually earn a degree and is at risk of being dismissed in a subsequent semester. The university encourages such a student to work with an academic advisor to make plans to improve their performance in subsequent semesters so that they can succeed and graduate.

Probation works as follows:

- Any student whose program GPA falls below 2.0 will be placed on academic probation.

- A student may be continued on probation when his/her semester GPA is above a 2.0 but his/her program GPA is below 2.0.
- A student will be removed from academic probation when he/she has a program GPA of 2.0 or higher.

Dismissal

Dismissal from the university occurs when a student has ceased to make adequate progress toward a degree. Students who have been dismissed from an IU campus cannot enroll at any IU campus until the appropriate amount of time has passed (as noted in the Readmission Policy referenced below).

A student on academic probation, or who has ever been on academic probation at Indiana University Kokomo, shall be dismissed from Indiana University Kokomo if his/her semester GPA is below 2.0 and his/her program GPA is below that required in the bulleted list below.

Credit Hours Completed at Minimum Program GPA

Close of Semester (Total Grade Pts./Total Cr. Hrs.)

- 12 - 24 - 1.50
- 25 - 36 - 1.75
- 37 - 45 - 1.90
- 46 or more - 2.00

1. Beginning students who *attempted* 12 or more credit hours (including Ws) must obtain a semester GPA greater than 0.00 at the end of their first semester or they will be dismissed.
2. Continuing students will not be evaluated for possible dismissal until they have completed 12 credit hours.
3. A student will be removed from academic probation when he/she has a program GPA of 2.0 or higher.
4. Summer sessions will count as one semester when determining academic standing.
5. Note: The faculty of a school, division or degree program may enact more stringent or more specific policies governing probation, suspension or readmission in that school, division or degree program. As such, students also may be dismissed from their school or program if they fail to meet academic or professional standards. Such students will be informed of their dismissal in writing by the school's dean or the dean's campus representative.

Readmission

Students may apply for readmission after dismissal.

The policy on readmission can be found at <http://www.academic-affairs/faculty-resources/readmission-policy.php>

(Faculty Senate, 9/18/2006; Revised 4/18/2016, 1/14/2019)

Application for Graduation

Degrees are awarded at IU Kokomo in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The

application deadline for May and August graduation is January 15. Please go to the degree requirements section to be sure all requirements for graduation are met.

Classification of Students

Class standing is based on the number of credit hours earned:

Freshman: 1-29

Sophomore: 30-59

Junior: 60-89

Senior: 90 or more

Graduate: Students who have applied for and have been accepted into a graduate degree program.

Dean's List

The Academic Affairs honors list includes students from each undergraduate division who have met the following academic criteria. Full-time students must have carried at least 12 credit hours of work throughout a semester with a grade point average of 3.5 or higher. Part-time students must have accumulated a minimum of 12 credit hours during the spring semester, summer session, and fall semester with a grade point average of 3.5 or higher. Academic Affairs honor list students are recognized on Honors Day, prior to Commencement activities.

Degree Requirements

Each student is responsible for planning his/her own program and for meeting the following degree requirements by the time he/she expects to graduate:

1. Apply to graduate by completing and submitting a degree candidate form. Deadlines and the degree candidate form can be found on the main site at www.iuk.edu/registrar. If degree requirements are not met, a change in the graduation date must be made. It is the responsibility of the student to report this change to his/her advisor.
2. Earn a minimum of 120 credit hours toward a baccalaureate degree and 60 credit hours toward an associate degree, excluding any duplicate course credits. Some curricula require more.
3. Earn 30 of the final 60 credit hours toward a baccalaureate degree and 15 of the final 30 credit hours toward an associate degree from Indiana University Kokomo.
4. To complete a baccalaureate degree, earn a minimum of 30 credit hours at the 300- and 400-level of which 15 must be earned from Indiana University Kokomo.
5. To complete a certificate, 15 credit hours must be earned from Indiana University Kokomo.
6. Earn a minimum cumulative grade point average (GPA) of 2.0. Certain curricula require a higher minimum grade point average.

Additional degree requirements may be specified by the school of the students' chosen curricula. Students should consult the relevant section of this bulletin for complete information about degree requirements for their programs.

The dean of each college is responsible for certifying the completion of degree requirements for each candidate for graduation.

Upon certification of the candidates for graduation, those candidates who are free of all University obligations

and who are designated as having completed degree requirements are issued the corresponding diploma from the Office of the Registrar. The academic record is closed once graduation is certified; no record changes will be permitted once the degree is awarded. No further registrations beyond the semester of completion are permitted. If the graduate desires to pursue a second degree, he/she must be readmitted.

Extended X Policy

Any undergraduate student may retake an IU course for which he/she received a grade below an A. A student may exercise this option for no more than three courses, totaling no more than 10 credits during an academic career. The course in which the student reenrolls should be the same course which is being replaced. However, course numbers and titles occasionally change, and this will be taken into account. For the course retaken, only the second grade shall be counted in the determination of the student's grade-point average (GPA). The grade for the course that has been replaced shall be changed to an "X" on the transcript. To exercise the Extended X option, students must meet with their Academic Advisor to complete the form and the Office of Student Success and Advising will send the completed form to the Office of the Registrar.

The following regulations apply:

1. The policy applies to undergraduate students only.
2. The FX option applies to all undergraduate schools and divisions on all Indiana University campuses.
3. Any prior undergraduate course will be eligible for replacement if the replacement course is taken Spring 2004 or later under the new policy.
4. Courses repeatable with different content are not eligible for replacement under this policy unless an academic unit chooses to permit this by means of a specific authorization procedure.
5. The following grades cannot be replaced under the Extended X Policy: S, P, W, I R, NC. In addition, a grade may not be replaced with a second grade of W, I, R, or NC.
6. A student who has failed a course due to academic dishonesty may not retake that course for grade replacement under this policy.
7. Enforcement of the Extended X policy shall be the responsibility of the school or division which certifies the student's fulfillment of degree requirements.
8. Problems relating to the policy shall be referred to the school or division dean, or the administrator fulfilling the equivalent responsibility on the campus.
9. A student may exercise the grade replacement option for the same course more than once, but each replacement counts toward the maximum courses or credit hours allowed.

Financial Encumbrance

Students who incur a financial encumbrance are not permitted to register for another semester or receive official transcripts and will be denied all university services until the indebtedness is satisfied and the encumbrance is removed.

Forgiveness Policy

A "forgiveness policy" was adopted by IU Kokomo in 1997. The purpose of the policy is to establish an effective

means for students to return to IU Kokomo after they have achieved poorly, affording them a fresh start. For details, go to the main page at <http://iuk.edu/registrar/index.php>.

General Education

The following General Education curriculum is required of each student who is granted a baccalaureate degree at the Indiana University Kokomo campus.

Section 1. Preamble

In 2012 the Indiana Legislature enacted Senate Enrolled Act 182, thereby establishing the requirements for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

Total credit hours will typically number 30. Each course must be completed with a passing grade, and students must obtain a minimum GPA of 2.0 in the General Education curriculum. If a student takes more than the required number of courses within a section, the course(s) with the highest grade(s) will be used in the GPA calculation. With the exception of courses approved as satisfying learning outcomes for either Diversity or Ethically Responsible Citizenship, no course can be used twice to satisfy multiple requirements. Students should consult with their advisor for more information.

Each student is subject to the General Education requirements in place when they were admitted to IU Kokomo; therefore, the requirements listed below would apply to students first enrolling in Fall 2019 and beyond.

Section 2. Learning Outcomes

This version of the learning outcomes for the new IU Kokomo General Education curriculum is based on the statewide general education learning outcomes, but includes some adaptations and additions that reflect the culture of the IU Kokomo campus.

The **Foundational Intellectual Skills** category includes:

- Written Communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

IU Kokomo has also developed two additional categories of General Education learning outcomes, Diversity and Ethically Responsible Citizenship.

Below is the listing of the eight General Education sections and their specific learning outcomes.

FOUNDATIONAL INTELLECTUAL SKILLS

1. Written Communication

Upon completion of the General Education curriculum, students will be able to:

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social and ethical process that includes multiple drafts, collaboration, and reflection.
- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and integrating information collected from a variety of formats and media.

2. Speaking and Listening

Upon completion of the General Education curriculum, students will be able to:

- 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4. Advance an oral argument using logical reasoning.
- 2.5. Provide credible and relevant evidence to support an oral argument.
- 2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. Quantitative Reasoning

Upon completion of the General Education curriculum, students will be able to:

- 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.

- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7. Cite the limitations of the process where applicable.
- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.
- 3.9. Demonstrate statistical literacy (e.g., data acquisition, calculation, representation, interpretation).

¹ A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real-world problem-solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.

WAYS OF KNOWING

4. Scientific Ways of Knowing

Upon completion of the General Education curriculum, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2. Distinguish between scientific and non#scientific evidence and explanations.
- 4.3. Apply foundational knowledge and discipline# specific concepts to address issues or solve problems (e.g., interactions of humans and the natural environments, origin and evolution of the universe and of the Earth, renewable energy and sustainability).
- 4.4. Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5. Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6. Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

5. Social and Behavioral Ways of Knowing

Upon completion of the General Education curriculum, students will be able to:

- 5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5. Recognize the extent and impact of diversity among individuals, cultures, languages, or societies in contemporary or historical contexts.

5.6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

6. Humanistic and Artistic Ways of Knowing

Upon completion of the General Education curriculum, students will be able to:

- 6.1. Recognize and describe humanistic, historical, linguistic, or artistic works or problems and patterns of diverse human experience.
- 6.2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3. Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, linguistic, or historical contexts.
- 6.4. Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5. Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6. Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7. Analyze diverse narratives, languages, and evidence in order to explore the complexity of human experience across space and time.

IU KOKOMO REQUIREMENTS

7. Diversity

Upon completion of the General Education curriculum, students will be able to:

- 7.1. Students will apply theories and knowledge necessary to understand, articulate, and/or critically analyze one or more cultures, peoples, and/or societies domestically and/or globally.
- 7.2. Students will demonstrate an understanding of one or more cultural phenomena, such as language, religion, literature, and the arts.
- 7.3. Students will demonstrate the impact (such as economic, educational, health) of power differentials as they relate to individual or group characteristics, such as race, ethnicity, class, age, disability, sexuality, gender, religion, nationality, and/or language.

8. Ethically Responsible Citizenship

Upon completion of the General Education curriculum, students will be able to:

- 8.1. Students will explain one or more social or civic problems in local, national, or global communities.
- 8.2. Students will evaluate the various ethical dimensions of one or more social or civic problems in local, national, or global communities.
- 8.3. Students will analyze and assess possible solutions to one or more social or civic problems in local, national, or global communities.

Section 3. Framework and Courses

The framework for General Education corresponds to the categories listed above, with specific course and credit hour requirements associated with each. The categories and courses are:

Foundations, 9-12 credits

Written Communication

- ENG-W 131 Reading, Writing, and Inquiry 1 (3 credits), or
- ENG-W 221 Sophomore Writing Lab (3 credits)

Speaking and Listening

- SPCH-S 121 Public Speaking (3 credits)

Quantitative Reasoning

- MATH-M and discipline statistics course(s) (3-6 credits)
- Option 1
 - One MATH-M course:
 - MATH-M 118 Finite Math (3 cr.)
 - MATH-M 119 Brief Survey of Calculus 1 (3 cr.)
 - MATH-M 125 Pre-Calculus Mathematics (3 cr.)
 - MATH-M 215 Calculus 1 (5 cr.)
 - And one discipline statistics course(s):
 - HSCI-H 322 Epidemiology and Biostatistics (3 cr.)
 - CJHS-J 300 Techniques of Data Analysis (3 cr.)
 - ECON-E 270 Intro to Statistical Theory in Economics and Business (3 cr.)
 - EDUC-P 320/K 490 Classroom Assessment (3 cr.)
 - MATH-M 133 Topics in Probability & Statistics (2 cr.)
 - MATH-M 466 Intro to Mathematical Stats (3 cr.)
 - MATH-K 310 Statistical Techniques (3 cr.)
 - NURS-H 355 Data Analysis & Research (3 cr.)
 - PAHM-V 370 Research Methods and Statistics (3 cr.)
 - PSY-K 300 Statistical Techniques (3 cr.)
 - SOC-S 355 Statistics for Social & Health Professionals (3 cr.)

- Option 2

- MATH-M 113 Survey of Mathematics and Statistics (3 cr)

Liberal Arts Core, 19 credits minimum

At least six courses fulfilling the following requirements:

- At least two from each of the three Ways of Knowing.
- Each course that a student counts in the Liberal Arts Core must have a separate disciplinary/area of study prefix (the first three or four letters, before the hyphen, in the course listing). This rule does not apply to science lab courses, which in some cases are separated into lecture and lab courses with different numbers.
- Any course can only count for one way of knowing.

Humanistic and Artistic Ways of Knowing (6 credits)

- **ENG-E 301 Literatures in English to 1600 (3 cr.) (ERC)**
- **ENG-E 302 Literatures in English 1600-1800 (3 cr.) (ERC)**
- **ENG-L 100 Freshman Literature 1 (3 cr.) (DIV)**
- ENG-L 101 Western World Masterpieces I (3 cr.)
- **ENG-L 102 Modern World Literature (3 cr.) (DIV)**
- **ENG-L 140 Introduction to the English Major (3 cr.) (DIV)**
- ENG-L 202 Literary Interpretation (3 cr.)
- ENG-L 203 Intro to Drama (3 cr.)
- ENG-L 204 Intro to Fiction (3 cr.)
- **ENG-L 205 Intro to Poetry (3 cr.) (DIV)**
- **ENG-L 207 Women & Literature (3 cr.) (DIV)**
- ENG-L 220 Intro to Shakespeare (3 cr.)
- **ENG-L 223 Intro to American Ethnic Literature (3 cr.) (DIV)**
- **ENG-L 225 Intro to World Masterpieces (3 cr.) (DIV)**
- **ENG-L 230 Intro to Science Fiction (3 cr.) (ERC)**
- ENG-L 295 American Film Culture (3 cr.)
- ENG-L 350 Early American Writing & Culture to 1800 (3 cr.)
- **ENG-L 351 American Literature 1800-1865 (3 cr.) (ERC)**
- ENG-L 352 American Literature 1865-1914 (3 cr.)
- ENG-L 354 American Literature Since 1914 (3 cr.)
- **ENG-L 379 American Ethnic & Minority Literature (3 cr.) (DIV)**
- ENG-W 206 Intro to Creative Writing (3 cr.)
- ENG-W 210 Literacy & Public Life (3 cr.)
- ENG-W 221 Sophomore Writing Lab (3 cr.)
- **ENG-Z 104 Language in Our World (3 cr.) (DIV)**
- FINA-A 101 Ancient & Medieval Art (3 cr.)
- FINA-A 102 Renaissance to Modern Art (3 cr.)
- FINA-A 200 Topics in Art History (3 cr.)
- **FOLK-F 101 Intro to Folklore (3 cr.) (DIV)**
- HIST-H 105 American History I (3 cr.)
- **HIST-H 106 American History II (3 cr.) (DIV)**
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- **HSS-X 101 Introduction to American Identities (3 cr.) (DIV)**
- HUMA-U 102 Intro to Modern Humanities (3 cr.)
- MUS-M 174 Music for the Listener (3 cr.)
- **MUS-Z 281 East-West Encounters in Music (3 cr.) (DIV)**
- NMAT-F 103 Core Foundations: Tier 1-Block 3 (3 cr.)
- NMAT-H 258 History of Graphic Design (3 cr.)
- NMAT-S 100 Fundamentals of Studio Drawing (3 cr.)
- NMAT-S 110 Fundamental Studio - 2D (3 cr.)
- NMAT-S 112 Fundamental Studio - 3D (3 cr.)
- PHIL-P 100 Intro to Philosophy (3 cr.)
- PHIL-P 105 Critical Thinking (3 cr.)
- PHIL-P 140 Intro to Ethics (3 cr.)
- **PHIL-P 393 Biomedical Ethics (3 cr.) (ERC)**
- **SPAN-S 111 Elementary Spanish I (4 cr.) (DIV)**

- **SPAN-S 112 Elementary Spanish II (4 cr.) (DIV)**
- **SPAN-S 160 Spanish for Health Care Personnel I (3 cr.) (DIV)**
- **SPAN-S 203 Second Year Spanish I (3 cr.) (DIV)**
- **SPAN-S 204 Second Year Spanish II (3 cr.) (DIV)**
- **SPAN-S 275 Hispanic Culture & Conversation (3 cr.) (DIV)**
- THTR-T 100 Intro to Theatre (3 cr.)
- THTR-T 120 Acting I (3 cr.)

Scientific Ways of Knowing (7-8 credits; at least one course with a lab)

- • • AST-A 100 The Solar System (4 cr.) (LAB)
- AST-A 110 The Solar System (3 cr.)
- BIOL-L 100 Humans & The Biological World (5 cr.) (LAB)
- BIOL-L 105 Intro to Biology (5 cr.) (LAB)
- BIOL-L 350 Environmental Biology (3 cr.)
- CHEM-C 100/120 The World of Chemistry/Chemistry Lab (5 cr.) (LAB)
- CHEM-C 101/121 Elementary Chemistry I/Elementary Chemistry Lab I (5 cr.) (LAB)
- CHEM-C 105/125 Principles of Chemistry/Experimental Chemistry Lab (5 cr.) (LAB)
- CHEM-C 109/129 Chemistry for Health and Nursing Sciences/Chem Lab (5 cr.) (LAB)
- CHEM-C 123 The Chemistry of Food and Cooking (3 cr.)
- CHEM-C 390 Environmental Sciences (3 cr.) Environmental Science
- **CHEM-C 390 Sustainability (3 cr.) (ERC)**
- GEOG-G 107 Physical Systems of Environment (3 cr.)
- **GEOG-G 315 Environmental Conversation (3 cr.) (ERC)**
- GEOL-G 100 General Geology (5 cr.) (LAB)
- GEOL-G 133 Geology of the United States (5 cr.) (LAB)

- GEOL-G 300 Environmental & Urban Geology (3 cr.)
- MICR-J 200/201 Microbiology & Immunology/Micro Lab (4 cr.) (LAB)
- PHYS-P 100 Physics in the Modern World (5 cr.) (LAB)
- PHYS-P 201 General Physics (5 cr.) (LAB)
- PHYS-P 221 Physics I (5 cr.) (LAB)
- PHSL-P 215 Basic Human Physiology (5 cr.) (LAB)
- PLSC-B 364 Summer Flowering Plants (5 cr.) (LAB)
- SUST-S 305 Topics in Environmental Chemistry (3 cr.)

Social and Behavioral Ways of Knowing (6 credits)

- • • CJHS-J 101 American Criminal Justice System (3 cr.)
- ECON-E 200 Fundamentals of Econ-an Overview (3 cr.)
- ECON-E 201 Intro to Microeconomics (3 cr.)
- ECON-E 202 Intro to Macroeconomics (3 cr.)
- **EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) (DIV)**
- **ENG-Z 104 Language in Our World (3 cr.) (DIV)**
- **HIST-H 105 American History I (3 cr.) (ERC)**
- **HIST-H 106 American History II (3 cr.) (DIV)**
- HIST-H 113 History of Western Civilization I (3 cr.)
- **HIST-H 114 History of Western Civilization II (3 cr.) (ERC)**
- **HSS-I 100 Intro to International Studies (3 cr.) (DIV)**
- PAHM-V 405 Law and Legislative Process (3 cr.)
- POLS-Y 103 Intro to American Politics (3 cr.)
- POLS-Y 215 Intro to Political Theory (3 cr.)
- POLY-Y 217 Intro to Comparative Politics (3 cr.)
- POLS-Y 219 Intro to International Relations (3 cr.)

- **PSY-P 103 General Psychology (3 cr.) (ERC)**
- **SOC-S 100 Intro to Sociology (3 cr.) (DIV)**
- **SOC-S 101 Social Problems & Policies (3 cr.) (ERC)**

Diversity and Ethically Responsible Citizenship

These requirements are to be met with two of the six Liberal Arts Core courses above (bolded courses labeled DIV and ERC). An external course approved for transferring to IU Kokomo as equivalent to an IUK Liberal Arts Core course already approved for either Diversity or Ethically Responsible Citizenship will also count for either Diversity or Ethically Responsible Citizenship.

Total Hours: Minimum of 30 credits

Grading Policy

Instructors in undergraduate and graduate courses use a grading system that includes plus and minus grades as well as straight grades for all undergraduate and graduate course records. The registrar computes numerical grades for plus and minus grades when calculating grade point averages (GPAs) (A+ or A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, D-=0.7, F=0.0). A minimum cumulative grade point average of 2.0 is required for graduation.

Credit points are calculated by multiplying the grade points earned in a course by the number of credit hours for that course. For example, 3 hours of A=12 grade points. The grade point average for a semester is computed by dividing the total number of credit points earned by the number of credit hours attempted.

Suppose that a student has earned the following grades in a semester:

3 credit hours of A (12 credit points)

3 credit hours of B (equals 9 credit points)

3 credit hours of C+ (equals 6.9 credit points)

3 credit hours of D- (equals 2.1 credit points)

3 credit hours of F (equals 0 credit points)

The semester grade point average would be 2.0 (30 credit points divided by 15 credit hours)

GPAs are calculated on a 4.00-point scale based on the highest grade a student achieves in a course. In cases of a student retaking a course that is not repeatable for credit, the highest grade of all attempts will factor into the GPA. Extended-X and program-level rules about repeats and failed grades are still in effect.

Graduation with Distinction

To graduate with distinction, baccalaureate and associate degree candidates must rank within the highest 10 percent of the graduating class of their respective degree-granting units. Additionally, baccalaureate candidates must have completed a minimum of 60 credit hours in residence

on the campus where the degree is awarded. Associate degree candidates must have completed half of the credit hours required for their degree on the campus where the degree is awarded.

Holds

Holds may be placed on the record of a student for a variety of reasons, including but not limited to, academic, financial or misconduct reasons. A hold may prevent services which may not be accessed without authorization from the office that placed the hold.

Incompletes

The grade of Incomplete (I) is an agreement between the student and the instructor. It is assigned only when the required work of the course is substantially completed and the student's work is of a passing quality.

A grade of Incomplete must be removed within the time stipulated by the instructor; under no circumstances may this exceed one calendar year. If a grade of Incomplete has not been removed within the calendar year of its recording, it will be changed to an F. Students should not register for credit in a course in which they have received a grade of Incomplete.

Intercampus Transfer

A student changing from the Kokomo campus to another Indiana University campus does not need a transcript; however, arrangements should be made with the academic division to have required credentials other than the permanent record forwarded to the appropriate office on the other campus. Intercampus transfer is an on-line process and information can be found at <https://transfer.iu.edu/apply/iu-transfer-between/index.html>.

Students on other IU campuses are eligible to complete an intercampus transfer as long as they have not been dismissed from another IU campus. If a student has been dismissed, the IU Kokomo readmission policy applies. Moreover, when a student's GPA and total credits would warrant dismissal from IU Kokomo, IU Kokomo's readmission policy will apply.

Students requesting an ICT with a program GPA of 2.0 or greater and a most recent semester GPA of 2.0 or greater are considered in good standing. Students who do not meet the above criteria are probationary transfers. The IU Kokomo policy regarding probation and dismissal will apply to these students.

Online course credit limits by program modality

Purpose

To ensure that students enrolled in in-person and hybrid programs at Indiana University Kokomo are enrolled in sufficient numbers of in-person courses as required by the Higher Learning Commission.

Scope

All students first enrolled in a hybrid or in-person degree or certificate program beginning Fall 2021.

Definitions

Online Course: For the purpose of this policy, any Indiana University course where distance education (including online education), whether synchronous or asynchronous, comprises more than 75% of course delivery for that course. This includes online all (OA), online interactive (OI), videoconference (DO) and hybrid – distance video (HD) modes. Hybrid – Traditional (HY) courses are not considered online courses.

Policy

1. In order to be awarded a degree or certificate, all students must complete no more than the approved proportion of their programs in an online format.
 1. Students enrolled in in-person programs shall complete no more than 45% of their program requirements through online courses as defined above.
 2. Students enrolled in hybrid programs shall complete no more than 75% of their program requirements through online courses as defined above.
2. Programs may have more stringent requirements regarding modalities of instruction consistent with extant IU and IU Kokomo policies.
3. For the purpose of this policy,
 1. Courses not required to complete all program requirements shall not be included in calculating the proportion of courses completed through online courses.
 2. On account of the effects of the COVID pandemic on instructional modalities, course credit earned between Summer 2020 and Summer 2021 (inclusive) shall not be counted as online courses irrespective of course modality.

Date effective

This policy was passed by IU Kokomo Faculty Senate on October 11, 2021.

Pass/Fail Option

The P/F option, which permits students to designate courses to be recorded for either Pass (P) or Fail (F), is available to all undergraduate students for a maximum of two elective courses per academic calendar year, with a maximum of eight courses to be applied toward graduation. These courses may not include those offered only on a Satisfactory/ Fail basis. Graduate students may elect the option for a maximum of four elective courses (which may be restricted to one such course per semester) to be applied toward graduation. Other specific course limitations vary from division to division. The student should consult a divisional advisor for details.

Exercise and approval of the option must be completed by the end of the fourth week of classes during the fall or spring semester, or the second week of classes during the summer session. The student should obtain a Pass/Fail form from the Office of the Registrar, secure the signature of the chairperson or acting representative of the division, and return the completed form to the Office of the Registrar by the deadline noted above.

The grades of A, B, C, and D (pluses and minuses) shall be considered as Pass (P) under the option. In no case will these grades be substituted at a later time in place of a P. The grade of P is not counted in computing grade point averages; the grade of F is included.

Instructors will not be notified of those students registering for this option. A final grade of A, B, C, D, or F (pluses and minuses) will be submitted by the instructor and will be converted to the appropriate Pass/Fail grade (P or F) by the registrar.

Student Load

A student may register for a single course or for a full-time college program. A student who registers for 12 or more credit hours a semester (6 or more per summer session) is regarded as a fulltime student. A student working full time should generally not register for more than 6 credit hours during a regular semester or 3 in the summer session. A teacher who is employed full time is prohibited by the Indiana State Department of Education from earning more than 6 credit hours in one semester.

A student who expects to graduate in four academic years, not counting summer sessions, should carry at least 15 credit hours during each semester of the regular academic year. Except with special permission from the advisor, a student is not permitted to enroll in more than 18 credit hours. A minimum grade point average of 3.0 (B) is required if a student wishes to carry more than 18 credit hours.

Transcripts

Official transcripts may be obtained from the Office of the Registrar. Information about transcripts, including cost and how to order, may be found on the main site at <https://www.iuk.edu/registrar/transcripts.html>

Withdrawals

Students who have officially registered and who wish to withdraw must follow withdrawal procedures. Details and deadlines can be found on the main site at <https://www.iuk.edu/academic-affairs/academic-resources/withdrawal-policy.html>

College Board Advanced Placement (AP) Examination Program

Advanced Placement examination scores in mathematics, American history, European history, American government, comparative government, psychology, chemistry, biology, physics, English composition/literature, and English language/composition are considered for possible exemption or advanced credit at Indiana University College Board AP exams are not administered on the IU Kokomo campus; contact high school guidance offices for more information.

Advanced Placement, Credit and Exemption

Indiana University Kokomo recognizes excellence in academic preparation and achievement in several ways. Advanced placement credit and exemption, college level

examination program, military credit and are available opportunities. See an advisor for more information.

College Level Examination Program (CLEP)

Students who take certain CLEP Subject Examinations may be considered for advanced credit. Contact the Office of Admissions for more information.

Military Credit

Veterans of military service may be eligible for academic credit as a result of their military training and experience. Contact the Office of Admissions for more information.

Other Special Credit

Indiana University Kokomo also awards a limited number of special credit hours in the specific instances noted below:

- Completion of Indiana Law Enforcement Academy Training—up to 12 credit hours. Please see an advisor for details.
- Foreign Language—up to 14 credit hours. Please see an advisor for details.
- RN to BSN Portfolio for Credit—up to 15 credit hours. Please see an advisor for details.
- The MIT program may award transfer students who have passed the national radiography certification exam (ARRT) up to 48 credit hours. Please see an advisor for details.

Note: The university may charge a fee when awarding special credit. Please see an advisor for details.

Services and Facilities

Services and Facilities

Administration and Finance

The Office of Administration and Finance provides major support for the educational services of Indiana University Kokomo. This office handles the receipt, disbursement, and recording of all university funds, including student fees. Business functions include procedures relating to purchasing, personnel, payroll, inventory, and accounting. The office also assists student organizations with accounting procedures.

Administration and finance personnel oversee custodial work and maintenance of buildings and grounds, campus beautification, enforcement of parking regulations, operation of the bookstore and vending machines, copying and duplicating procedures, collection and distribution of mail, and coordination of planning of new buildings and of renovation and remodeling of existing facilities.

This office's general approach is of a friendly, service oriented and respectful attitude towards students, staff and faculty. We are here for you!

Information Technologies

Elizabeth Van Gordon, Chief Information Officer

Planning and support for Indiana University Kokomo's instructional technology, audio-visual, multimedia, computing, and telephone services are provided through the Office of Information Technologies. The office is responsible for technological support of a broad range

of academic and administrative functions of IU Kokomo. Email is available for students, faculty and staff. The web address for IU Kokomo is www.iuk.edu.

University Advancement

Jan Halperin, Vice Chancellor for University Advancement

The mission of the Office for Advancement is to engage the north central Indiana region and build and advance relationships in support of the mission of Indiana University Kokomo. Advancement consists of Development, Alumni Relations and Campus Ceremonies, Media and Marketing, and Public Affairs.

Media and Marketing

Marie Lindskoog, Director of Media and Marketing

The Media and Marketing department provides a full range of advertising, public relations, and marketing services for all academic and administrative units on the IU Kokomo campus. We create effective communications and marketing strategies to support efforts such as student recruitment, student retention, community and alumni relations, and the academic mission of IU Kokomo.

In addition, our office promotes the goals of the campus by striving to make residents of our service area aware of IU Kokomo's identity as a world-class regional campus of Indiana University, offering high quality education at a reasonable cost. We further strive to make the community aware of the cultural and economic development benefits that our campus offers to north central Indiana.

Havens Auditorium

Jeffrey Gegner, Technical Director

A prominent feature of the Indiana University Kokomo complex, Havens Auditorium is an outstanding performing arts facility, capable of handling large and technically complicated productions. It includes an 814-seat house, a proscenium stage with a 25-line fly system, an orchestra lift, dressing rooms, a sound system, a scene shop, a computer-controlled lighting system, and a cyclorama. It was refurbished in 2011.

The auditorium is a lasting memorial to Cressy Thomas Havens, whose estate provided approximately \$225,000 toward the construction of the facility. Built at a cost of nearly \$1 million, Havens Auditorium was opened in 1965.

IU Kokomo's Havens Auditorium is available for use by a broad spectrum of community organizations. It has served as the site for such activities as local amateur theater and music productions, public meetings, recitals, concerts, arts competitions, pageants, and film series.

Fees

Brenda DeMaggio, Assistant Bursar

Fees are paid according to published schedules each semester and are subject to change by action of the Indiana University Board of Trustees. A nonrefundable application fee of \$35 is charged to all undergraduate credit students new to Indiana University. Rules for determining resident and nonresident student status may be found in the section entitled "University Policies."

Fees are subject to change by the Trustees of Indiana University, the vice president of finance, or the campus chancellor. Students should visit our web site at www.iuk.edu/bursar for the most current information, due dates, tuition and fee rates, how to make payment, and our payment plan option. The QuikPAY™ (QP) electronic billing and payment system is the official means of generating bursar bills (e-bills) to all Indiana University students. Paper billing statements are not provided for enrolled students.

Students will receive a notice in their University-assigned e-mail account when their QP bill is ready to be viewed online. This online statement will detail the amount due and the payment due date.

Student University-assigned e-mail accounts have been established as the official means of communication between the student and Indiana University Kokomo. It is each student's responsibility to check for e-mail messages that the university may be sending.

Development

Cathy Clearwaters, Assistant Director of Development

The Development Office engages current and prospective donors and campus friends throughout north central Indiana, cultivating and maintaining meaningful relationships, to share the story of how IU Kokomo is transforming the region, and to solicit funds to support the strategic initiatives of the campus.

Center for Teaching, Learning and Assessment

Julie Saam, Director

The mission of the Center for Teaching, Learning, and Assessment is to support effective teaching and promote student learning through development of the faculty. The Center's activities include

- Identifying and providing resources for faculty to improve their teaching.
- Promoting effective teaching practices in and out of the classroom.
- Promoting the Scholarship of Teaching and Learning (SoTL).
- Providing technology training and consultation for faculty and staff.
- Supporting assessment of student learning by academic programs and support units

Center for Education Partnership (CEP)

The IU Kokomo School of Education Center for Educational Partnership (CEP) was established in March 2011 in response to the need for increased educationally purposeful collaboration between the IU Kokomo School of Education and K-12 schools in the surrounding region. A total of 21 area school corporations comprise the CEP and are represented at quarterly CEP meetings and provide support for CEP activities. For additional information contact the School of Education at <http://iuk.edu/education/index.php>.

Center for Economic Education

Kathy Parkison, Director

The mission of the Center for Economic Education "is to promote economic literacy in central Indiana." The Center has the following objectives:

- improving the quality of classroom offerings of K-12 teachers, through pre-service and in-service courses in economic, financial, and entrepreneurship education, as well as after-school programming in those subjects;
- conducting research on issues relevant to economic literacy and economic and entrepreneurship education;
- enhancing community awareness of the wide-reaching consequences of economic education;
- acting as a community resource to seek additional funding in the area of economic education.

The Center is accredited by the Council for Economic Education (CEE) and operates under the auspices of the Indiana Center for Economic Education.

Campus Safety and Security

Indiana University Police Department – Kokomo

The security of students, employees, and visitors is a priority at IU Kokomo. The campus is patrolled on a regular basis, and escort service to parking areas is available upon request. Safety concerns should be directed to the Security Office, Room 250, Kelley Student Center, or by calling (765) 455-9363. The office is open from 8 a.m. to 10 p.m. Monday through Friday; Saturday, 8 a.m. to 5 p.m. and Sunday from 1 to 6 p.m. Accidents or emergencies that occur when the office is closed should be reported to the Physical Facilities Office, (765) 455-9273.

Regulations and Policies Applicable to Students on the Kokomo Campus Motor Vehicles Regulations

1.1 All faculty, staff members, students, and visitors to Indiana University Kokomo are commuters.

Smooth traffic flow and proper parking are therefore important to the operation of the

university. The following regulations are designed to provide effective, safe, and equitable

management of driving and parking on university property.

a. Sec. 3.09., Indiana Burns Statutes 28-6539, I.C. 20-12-3.53. Acts 1971, P.L. 329, s.1. defines the powers and duties of campus police and powers relating to traffic and parking control. The regulations applicable to traffic and parking may include, but not be limited to, the following:

1. Provisions governing the registration, speed, operation, parking and time, places, and manner of use of motor vehicles, bicycles and other vehicles.
2. Provisions prescribing penalties for the violation of regulations may include the imposition of reasonable charges, the removing and impounding of vehicles at the expense of the violator that are operated or parked in violation of the regulations, and the denial or permission to operate vehicles on the property of

such institutions. The law does not limit or restrict the powers of any other governmental authority with jurisdiction over public streets, roads or alleys.

b. These regulations are subject to amendment at any time:

3. The speed limit for motor vehicles on university property is 15 miles per hour.
4. Motorbikes, motorcycles, and motor scooters are subject to all regulations and must be operated only on streets normally used by automobiles.
5. Any accident involving a motor vehicle on IU Kokomo property must be reported to the Campus Safety and Security Office, Room 107 or 234D, Kelley Student Center. This office is open 8 a.m. to 10 p.m. Monday through Friday, and 8 a.m. to 5 p.m. on Saturday and 1 p.m. to 6 p.m. on Sunday. When the office is closed or there is no one in the office, report accidents to Physical Plant in the Main Building.
6. Parking of motor vehicles on university property is confined to areas designated for that purpose. Parking is prohibited on grass, in construction areas, or any other place that will mar the landscape of the campus, inconvenience or endanger anyone, create a hazard, or interfere with the use of university facilities by others. Violators are subject to tickets, and vehicles may be towed away.
7. Yellow curbs designate no parking zones. Parking is also not allowed at any loading and service vehicle dock or zone, entrance to buildings, or emergency zones. Parking is not permitted on the oval entrance drive.
8. Individuals utilizing handicapped parking facilities must have a special permit in addition to the regular parking permit. There is no charge for this special handicapped permit.
9. Any vehicle in violation of parking regulations or any that are apparently abandoned may be towed away without notice and stored at the owner's expense.
10. Parking regulations are enforced from 8 a.m. to 10 p.m., Monday through Friday, including examination and holiday periods.

c. Vehicles owned by other Indiana higher education institutions, and vehicles with faculty/staff parking permits from other Indiana higher education institutions where similar parking programs are in force, will be honored. All vehicles must properly display a valid parking permit in order to park in designated parking areas of IU Kokomo.

d. Removal of a permit from a vehicle is required upon change of vehicle ownership, termination of association with the university, or expiration of the permit. The person in whose name a vehicle is registered at the IU Kokomo Office of Administration and Finance is held responsible for all violations by the vehicle bearing that person's permit.

e. The regulations are internal administrative regulations of the university and do not replace state laws or municipal ordinances. In addition to the university parking violations described below, any violation of state or municipal laws may result in arrest of the violator and/or notice to appear before state or municipal courts:

1. Parking across lines in designated parking spaces.

2. Parking against the traffic flow.
3. Parking in a posted or marked area, i.e., no parking zone, loading zone, yellow curb area, near a fire hydrant, or on a hashmarked area.
4. Moving violations.
5. Parking on curbs, crosswalks, or grass.
6. Blocking a driveway.
7. Double parking.
8. Parking in a restricted area without a properly displayed permit.

- Fines are \$25 each. Those parked in Handicapped posted areas without proper permits will be charged \$50 for each offense. Fines are to be paid within seven days of the date of issuance of a ticket at the IU Kokomo Office of Administration and Finance between 8 a.m. and 5 p.m., Monday through Friday. Payment may be in cash or by check, payable to IU Kokomo. The traffic violation notice must accompany payment.
- Persons have a right to appeal the issuance of a parking citation to the Parking

Appeals Committee. Appeals must be in writing. Explanations, supporting statements, or memoranda must be attached.

- Fee Schedule for Parking Permits (Parking fees are subject to change by action of the Trustees of Indiana University, the Vice Chancellor of Finance, or the campus Chancellor.)

Type of Permit Per semester/session
Credit students \$4.40/cr. hour per permit

Art Gallery

Tara Scott, Director

The Indiana University Kokomo Art Gallery is a stunning 2,000-square-foot exhibition space located in Alumni Hall of the Kelley Center Complex. The Gallery provides premier visual arts exhibitions for the campus, community and surrounding region and hosts 6-9 exhibitions annually from local, regional, national and international artists. Exhibitions include traveling loans from other galleries and museums, shows of works of professional artists, student shows, juried shows and area K-12 school exhibitions.

Alumni Relations and Campus Ceremonies

Benjamin Liechty, Director of Alumni Relations and Campus Ceremonies

Alumni Relations cultivates relationships with alumni of Indiana University Kokomo throughout the world in an effort to foster support of the university's mission. Campus Ceremonies oversees official Indiana University Kokomo events including the campus' signature ceremony, Commencement.

The mission of the Office of Advancement is to cultivate and advance relationships to build support for Indiana University Kokomo. The office consists of four operational units (Alumni Relations and Public Affairs; Marketing; and Advancement) which serve the campus to achieve the individual unit and overall campus goals.

Student Success and Advising

The Office of Student Success and Advising provides services that support student transition to college and persistence toward graduation. This unit houses all undergraduate academic advisors for the campus. Specific services provided by academic advising include major and minor exploration, referral to campus resources, transfer credit analysis, course planning, academic progress reviews, and graduation checks.

The office is also responsible for New Student Orientation, New Student Convocation, testing services, and academic success coaching. The KEY Summer Institute (formerly called the Summer Bridge Program) is also coordinated by staff within this office, and advisors play a role in this program.

Advising Centers and Locations

Academic Advising Centers

Advising Center - Room 223, Kelley Center, 765 455-9405

- Business, Hospitality and Tourism, Public Administration/Health Management, Criminal Justice
- Education
- Humanities and Social Sciences
- Sciences, General Studies, Bachelor of Applied Sciences
- Exploratory (undeclared majors)

Advising Center - Room 120, East Building, 765-455-9384

- Nursing and Allied Health Sciences

Testing Center

The Testing Center provides all testing services for the campus. Exams offered through the Testing Center include the Accuplacer, TEAS, DANTES, ALEKS math placement, and foreign language placement. The center is also available for accessibility services testing and make-up exams.

The Testing Center is located in Room 250 of the Kelley Student Center. Please see iuk.edu/testing for testing guidelines, hours of operation, and testing forms.

Academic Success Coaching

Academic success coaching involves one-on-one support of the academic and personal success of any IU Kokomo student seeking this service. Coaching can include assistance with study skills and habits, time management, navigating campus resources, and balancing one's academic life with other aspects of well-being.

Coaching is performed by trained, dedicated staff reporting to the Office of Student Success, at no charge to students receiving it. Any interested student can contact the Office of Student Success and Advising to learn more and seek a referral.

New Student Orientation

New Student Orientation is designed to prepare students for success at Indiana University Kokomo. Students will learn in-depth information about various services that IU Kokomo offers to support students in achieving their goals. Attendees will also interact with orientation leaders to get

an insider view of life at IU Kokomo. For more information, go to <http://iuk.edu/advising/orientation.php>.

KEY Summer Institute

The KEY Summer Institute is a one-week experience on campus held in late July-early August to assist new students in acclimating to college, and help them develop a set of professional skills that can be applied to gaining on-campus employment.

Led by caring, student-centered resident faculty, each KEY Institute class engages in activities that help them get to know important offices on campus, navigate our buildings and grounds, prepare for college-level academic success, and connect with one another. Our Career Services center also offers a Professionalism for Student Employment certification workshop during the Institute. Students earning certificates can then submit copies of that certification to potential employers on campus along with their required application.

Students who participate in this intense but enjoyable experience make friends and form relationships with faculty that strongly promote their success on campus.

Students who are interested in participating in the KEY Summer Institute should visit www.iuk.edu/advising to find the KEY Summer Institute registration link.

Courses

Undergraduate

AFRO-A 150 Survey of the Culture of Black Americans (3 cr.) The culture of blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science.

AFRO-A 210 The Black Woman in America (3 cr.) A historical overview of the black woman's role in American society, including family, social, and political relationships.

AHLT-H 302 Essentials of the Healthcare Delivery Systems (3 cr.) Students examine the history and functions of the US healthcare delivery systems along with its components, interactions, and controls. It compares U.S. Healthcare with Healthcare abroad, and examines the impact of social determinants of health on the ability of the U.S. healthcare system to meet the needs of its users.

AHLT-H 303 Leadership and Management in Healthcare (3 cr.) This course looks at how, from a leadership perspective, to effectively deliver health care services in a variety of healthcare settings. Students will examine how principles of effective leadership skills, including organizational design, motivation, conflict management, teamwork, and strategic alliances, are utilized in the ever-changing healthcare environment.

AHLT-M 101 Introduction to Health Records (3 cr.) This course will focus on the role of the medical coding professionals as an essential part of the healthcare team. They serve the healthcare industry and the public by using best practices in managing healthcare information to support quality healthcare delivery. Reliable healthcare information is critical to high-quality healthcare. Enhancing individual patient care through timely and relevant

information is one of the primary goals for the profession. This course is typically provided online.

AHLT-M 190 Coding I (3 cr.) The study of ICD-9-CM coding and classification principles and CPT coding principles, as used in acute ambulatory and long-term care facilities.

AHLT-M 191 Coding II (3 cr.) Advanced principles of the ICD-9-CM classification system; optimization; DRG's, sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

AHLT-M 192 Introduction to HIM and Reimbursement Methodologies (3 cr.) Introduction to health information management, health records, standards, regulations and content; overview of release of information principles, privacy and security; reimbursement methodologies including Medicare, third party payers, ambulatory settings and physician practices.

AHLT-M 285 Internship in Medical Coding (1-6 cr.) P: all courses for coding certificate must be completed prior to this internship. Clinical assessment in systems and processes for collecting, maintaining, and disseminating health related information; development of professional attitude for interacting with consumers and other professions in the health care industry.

AHLT-M 301 Electronic Medical Records Management (3 cr.) This course is designed to introduce the student to the basics of electronic medical records (EMR) management. This course outlines the essential documents/data content required for maintaining legal medical records using electronic and paper media.

AHLT-R 100 Orientation to Radiologic Technology (2 cr.) C or P: AHLT-R 101, AHLT-R 102, and AHLT-R 181. Introduction to the field of radiology and its history. Students learned proper ethical standards, become acquainted with the duties and responsibilities in personal care for the patient, and investigate radiation protection for the patient and personnel.

AHLT-R 101 Radiologic Procedures 1 (4 cr.) C or P: AHLT-R 100, AHLT-R 102, and AHLT-R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system.

AHLT-R 102 Principles of Radiography I (3 cr.) C or P: AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

AHLT-R 102 Principles of Radiography I (3 cr.) C or P: AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

AHLT-R 181 Clinical Experience in Radiography I (3 cr.) C or P: AHLT-R 100. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.*

AHLT-R 181 Clinical Experience in Radiography I (4 cr.) C or P: AHLT-R 100. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic

technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 182 Clinical Experience in Radiography II (3 cr.) P: AHLT-R 101 and AHLT-R 181. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 182 Clinical Experience in Radiography II (4 cr.) P: AHLT-R 101 and AHLT-R 181. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 185 Medical Terminology (1-2 cr.) This course covers medical terminology, symbols, and abbreviations and the application of this new language in the field of health care. While terms are covered as they relate to body structure and function, the main focus is on medical vocabulary and being able to construct terms using word parts such as roots, suffixes, and prefixes.

AHLT-R 185 Medical Terminology (2 cr.) This course covers medical terminology, symbols, and abbreviations and the application of this new language in the field of health care. While terms are covered as they relate to body structure and function, the main focus is on medical vocabulary and being able to construct terms using word parts such as roots, suffixes, and prefixes.

AHLT-R 200 Pathology (2 cr.) P: ANAT-A 215 and PHSL-P 215. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 200 Pathology (2 cr.) P: ANAT-A 215 and PHSL-P 215. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 201 Radiographic Procedures II (4 cr.) C or P: AHLT-R 101, and AHLT-R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media.*

AHLT-R 201 Radiographic Procedures II (4 cr.) C or P: AHLT-R 101, and AHLT-R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media.

AHLT-R 202 Principles of Radiography II (3 cr.) C or P: AHLT-R 102, R 201, and R 181. Continuation of R 102 with emphasis on the properties that affect the quality of the radiographic image.

AHLT-R 202 Principles of Radiography II (3 cr.) P: AHLT-R 102, AHLT-R 201, and AHLT-R 181. Continuation of AHLT-R 102 with emphasis on the properties that affect the quality of the radiographic image.

AHLT-R 205 Radiographic Procedures III (4 cr.) C or P: AHLT-R 201 and AHLT-R 222. Concepts in radiography

with emphasis on special radiographic procedures and related imaging modalities.*

AHLT-R 205 Radiographic Procedures III (4 cr.) C or P: AHLT-R 201 and AHLT-R 222. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.

AHLT-R 207 Current Topics in Radiography (2 cr.) Individual and group study focusing on the state of the art in radiography.

AHLT-R 207 Current Topics in Radiography (2 cr.) Individual and group study focusing on the state of the art in radiography.

AHLT-R 208 Topics in Radiography (2 cr.) Prerequisites may exist for some topics. Selected topics in radiography. May be repeated for credit if topics differ.

AHLT-R 208 Topics in Radiography (2 cr.) Prerequisites may exist for some topics. Selected topics in radiography. May be repeated for credit if topics differ.

AHLT-R 222 Principles of Radiography III (3 cr.) P: AHLT-R 202 Continuation of AHLT-R 202 with emphasis on the application of radiography principles on imaging equipment.

AHLT-R 222 Principles of Radiography III (3 cr.) P: AHLT-R 202 Continuation of AHLT-R 202 with emphasis on the application of radiography principles on imaging equipment.

AHLT-R 250 Physics Applied to Radiology (3 cr.) P: MATH-M 117 Fundamentals of radiation physics, X-ray generation, and equipment quality control.

AHLT-R 250 Physics Applied to Radiology (3 cr.) P: MATH-M 117 Fundamentals of radiation physics, X-ray generation, and equipment quality control.

AHLT-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.) P: AHLT-R 250 Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring.

AHLT-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.) P: AHLT-R 250 Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring.

AHLT-R 281 Clinical Experience in Radiography III (5 cr.) P: AHLT-R 201 and AHLT-R 182. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 281 Clinical Experience in Radiography III (3 cr.) P: AHLT-R 201 and AHLT-R 182. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 282 Clinical Experience in Radiography IV (5 cr.) P: AHLT-R 201 and AHLT-R 182. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 282 Clinical Experience in Radiography IV (3 cr.) P: AHLT-R 201 and AHLT-R 182. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 283 Clinical Experience in Radiography V (3 cr.) P: AHLT-R 201 and AHLT-R 182. Clinical application of radiography positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 283 Clinical Experience in Radiography V (5 cr.) P: AHLT-R 201 and AHLT-R 182. Clinical application of radiography positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

AHLT-R 290 Comprehensive Experience (5 cr.) P: AHLT-R 281, AHLT-R 282, and AHLT-R 283. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist. Successful completion involves mastery of all clinical aspects of the program.

AHLT-R 290 Comprehensive Experience (5 cr.) P: AHLT-R 281, AHLT-R 282, and AHLT-R 283. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist. Successful completion involves mastery of all clinical aspects of the program.

AHLT-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included.

AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging.

AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging.

AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)

Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented.

AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)

Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented.

AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.)

Seminar in advanced imaging modalities. Topics will vary.

AHLT-R 408 Topics in Radiologic Sciences (3 cr.)

Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ.

AHLT-R 408 Topics in Radiologic Sciences (3 cr.) May be repeated once for credit if topics differ. P: AHLT-R 407 Study of selected topics in radiologic sciences.

AHLT-R 409 Senior Project in Medical Imaging Technology (3 cr.)

Independent readings and research on a selected medical imaging topic written in a professional research format.

AHLT-R 409 Senior Project in Medical Imaging Technology (3 cr.)

Independent readings and research on a selected medical imaging topic written in a professional research format.

AHLT-R 411 Orientation to Medical Imaging Technology (2 cr.)

The American Registry for Diagnostic Medical Sonography (ARDMS), American Registry of Radiologic Technologists (ARRT), Cardiovascular Credentialing International (CCI), all certifying bodies in the field of medical imaging, require technologists pursuing an advanced modality be competent in-patient care topics. In addition, HFAP and JCAHO, hospital health service accrediting bodies, have requirements for healthcare professionals that must be completed on an annual basis. According to the ARRT, "Today more than ever, patients demand high-quality care and accountability from their health care providers-so it's important for medical professionals to routinely assess their knowledge and skills." This Orientation to Medical Imaging Technology course will prepare students for summer, fall, and spring semester clinical rotations.

Students will submit documents required by the MIT program, in accordance with clinical site affiliation agreements. In addition, the course reinforces the latest material covering various topics such as Patient Care, Pharmacology, HIPAA, Labs (blood), Medicolegal, OSHA Safety, MRI Safety, and Venipuncture.

AHLT-R 411 Orientation to Medical Imaging Technology (2 cr.)

P: Students must have completed or will complete an accredited radiography program. Students must be eligible or successfully passed the American Registry of Radiologic Technologists-Radiography certification examination. The American Registry for Diagnostic Medical Sonography (ARDMS), American Registry of Radiologic Technologists (ARRT), Cardiovascular Credentialing International (CCI), all certifying bodies in the field of medical imaging, require technologists pursuing an advanced modality be

competent in-patient care topics. In addition, HFAP and JCAHO, hospital health service accrediting bodies, have requirements for healthcare professionals that must be completed on an annual basis. According to the ARRT, "Today more than ever, patients demand high quality care and accountability from their health care providers-so it's important for medical professionals to routinely assess their knowledge and skills." This Orientation to Medical Imaging Technology course will prepare students for summer, fall, and spring semester clinical rotations. Students will submit documents required by the MIT program, in accordance with clinical site affiliation agreements. In addition, the course reinforces the latest material covering various topics such as Patient Care, Pharmacology, HIPAA, Labs (blood), Medicolegal, OSHA Safety, MRI Safety, and Venipuncture.

AHLT-R 413 Introduction to Medical Imaging Leadership (3 cr.)

This course will lead students on a transformational journey from a staff technologist to a medical imaging leader by investigating the characteristics of leadership methods, inspiring a shared vision, and evaluating strategies needed to lead and manage a medical imaging department.

AHLT-R 414 Sectional Imaging Pathology (3 cr.)

P: AHLT – R 404 An in-depth study of general pathology concepts and disease that affect specific body systems.

An emphasis is placed on the appearance of disease process on sectional anatomy images.

AHLT-R 431 Second Certification: (1-12 cr.)

P: Admitted MIT majors only. Credits in this course are awarded as a result of successfully passing a second certification examination offered by the American Registry of Radiologic Technologists (ARRT) and /or American Registry of Diagnostic Medical Sonography (ARDMS). The credits will be awarded based on the clinical concentrations offered by the program. Proof of the second certification will be required.

AHLT-R 431 Second Certification: (1-12 cr.)

P: Admitted MIT majors only. Credits in this courses are awarded as a result of successfully passing a second certification examination offered by the American Registry of Radiologic Technologists (ARRT) and /or American Registry of Diagnostic Medical Sonography (ARDMS).

The credits will be awarded based on the clinical concentrations offered by the program. Proof of the second certification will be required.

AHLT-R 472 Multiplanar Anatomy and Pathology I (3 cr.)

This course is designed to instruct the medical imaging professional in multiplanar anatomy and the various disease states of the human body. Relevant pathology and anatomy will be covered.

AHLT-R 472 Multiplanar Anatomy and Pathology 1 (3 cr.)

P: Admitted MIT majors only. This course is designed to instruct the medical imaging professional in multiplanar anatomy and various disease states of the human body. Relevant pathology and anatomy will be covered.

AHLT-R 473 Multiplanar Anatomy and Pathology II (3 cr.)

R473 is designed to instruct the medical imaging professional in multiplanar anatomy and the various disease states of the human body. Relevant pathology and anatomy will be covered. The student will have

instruction for structures found within the cranium, spine, neck, upper extremity, lower extremity, and ob/breast.

AHLT-R 473 Multiplanar Anatomy and Pathology II (3 cr.) P: Admitted MIT Majors Only This course is designed to instruct the medical imaging professional in multiplanar anatomy and various disease states of the human body. Relevant pathology and anatomy will be covered of the Cranium, Spine, Neck, Upper and Lower extremities, and OB/Breast.

AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.) Clinical experience in the performance of vascular and neurological imaging studies.*

AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.) Clinical experience in the performance of vascular and neurological imaging studies.

AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.) Clinical experience in the performance of computed tomographic imaging studies.*

AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.) Clinical experience in the performance of computed tomographic imaging studies.

AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.) Clinical experience in the performance of magnetic resonance imaging studies.*

AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.) Clinical experience in the performance of magnetic resonance imaging studies.

AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.) Clinical experience in the performance of ultrasound imaging studies.*

AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.) Clinical experience in the performance of ultrasound imaging studies.

AHLT-R 485 Clinical Practicum (4 cr.) Clinical experience in various radiological modalities –Variable topics.*

AHLT-R 485 Clinical Practicum (6 cr.) Clinical experience in various radiological modalities–Variable topics.

AHLT-R 486 Clinical Practicum: Mammography/Breast Ultrasound (6 cr.) Clinical experience in the performance of mammography/breast ultrasound imaging. * P Admitted MIT majors only

AHLT-R 486 Clinical Practicum: Mammography/Breast Ultrasound (6 cr.) P: Admitted MIT majors only. Clinical experience in the performance of mammography/breast ultrasound imaging.

AHLT-R 487 Clinical Practicum: Echocardiography (6 cr.) Clinical experience in the performance of echocardiography imaging. * P Admitted MIT majors only

AHLT-R 487 Clinical Practicum: Echocardiography (6 cr.) P: Admitted MIT majors only. Clinical experience in the performance of echocardiography imaging.

AHLT-R 490 Independent Study in Medical Imaging Technology (1-6 cr.) Prerequisite currently enrolled in MIT major or instructor consent. This course is designed to offer medical imaging technology students the ability

to complete various topics of study related to this field but that are not covered in other MIT courses. Topics will vary according to the student's desired direction of study.

AHLT-R 490 Independent Study in Medical Imaging Technology (1-6 cr.) Prerequisite currently enrolled in MIT major or instructor consent. This course is designed to offer medical imaging technology students the ability to complete various topics of study related to this field but that are not covered in other MIT courses. Topics will vary according to the student's desired direction of study.

AHLT-R 493 Ultrasound Physics and Instrumentation (3 cr.) This course will examine the principles and physics associated with sonography. Topics that will include basic sound and display modes, interactions of sound and media, sound intensities, range equations, descriptions of sound waves, pulsed echo instrumentation, image quality, properties of transducers and more.

AHLT-R 493 Ultrasound Physics and Instrumentation (3 cr.) P: Accepted to the MIT program, AHLT-R 411, AHLT-R 485 This course will examine the principles and physics associated with sonography. Topics that will include basic sound and display modes, interactions of sound and media, sound intensities, range equations, descriptions of sound waves, pulsed echo instrumentation, image quality, properties of transducers and more.

AHLT-R 495 Medical Imaging Internship (1-6 cr.) This medical imaging technology internship will offer the student opportunities to participate in modality-specific activities under the advisement of a certified technologist and assigned faculty of record. Clinical site activities will include patient care, utilization of medical imaging technology equipment, completing various examination procedures, networking with healthcare professionals, and more.

AHSC-A 420 Healthcare Finance (6 cr.) This course is designed as an introduction to healthcare finance. Basic concepts of healthcare finance and business, including health care reimbursement, cost, pricing, planning, budgeting, financial operations, investment, cash flow, risk analysis, profit, financing, and financial condition assessment.

AHSC-A 420 Health Care Budgeting and Finance (6 cr.) This course is designed as an introduction to healthcare finance. Basic concepts of healthcare finance and business including health care reimbursement, cost, pricing, planning, budgeting, financial operations, investment, cash flow, risk analysis, profit, financing, and financial condition assessment.

AHSC-A 430 Health Care Organization Supervision and Resource Management (6 cr.) This course will provide basic knowledge of many crucial aspects of healthcare supervision and resource management. Healthcare supervision and resource management can differ from other sector management in that it is multifaceted especially in the area of generating revenue and reimbursement for services as well as requirements for accreditation. Although it is a highly regulated industry, principle of creating a positive organization, the use of resources and management of those resources have similarities to many non-healthcare related organizations. This course will discuss various pertinent topics involved in supervision and resource

management which may include but may not be limited to the following: healthcare resource management overview, the healthcare marketplace, quality management within healthcare organizations, establishing benchmarks and organizational research methods, productivity and performance management, metrics in healthcare organizations, the basics of project management, supply chain management, purchasing and materials management, inventory management and best practices for healthcare organizational management.

AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.) This course will build on concepts introduced in AHSC-H 301 Health Care Delivery and Leadership. In this course, students will explore issues related to management and planning in health care organizations. Management theory will be discussed as will concepts related to organizational culture, leading and motivating, planning, quality improvement, managing change, and conflict resolution. Emphasis will be placed on practical application of knowledge related to organizational planning.

AHSC-C 415 Health Assessment, Education, and Promotion (6 cr.) This is an introductory course with a focus on the discipline and profession of health education. Major concepts to be explored include health and wellness, determinants of health behavior, the nation's health status, and health promotion. Preparing an assessment and plan for health promotion for the student's own community will be the culminating teaching-learning activity.

AHSC-C 415 Community Health Assessment, Education, and Promotion (6 cr.) Community Health Assessment, Education, and Promotion (6 cr.): This is an introductory course with a focus on the discipline and profession of health education. Major concepts to be explored include health and wellness, determinants of health behavior, the nation's health status and health promotion. Preparing an assessment and plan for health promotion for the student's own community will be the culminating teaching-learning activity.

AHSC-C 425 Program Assessment, Planning, Evaluation I (6 cr.) This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with a theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs.

AHSC-C 435 Program Assessment, Planning, and Evaluation II (6 cr.) P: AHSC-C425 and AHSC-C415 This course examines the implementation and evaluation of health education and promotion programs, population health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives and outcomes will be examined.

AHSC-H 301 Health Care Delivery and Leadership (6 cr.) (Taken in the student's first semester of major). Health care is diverse and dynamic. In this course, students examine the history and current functions of health services delivery systems in the United States. The focus is on the components, their interaction, and internal/external controls. As a person in leadership roles of organizations, you will also discover how to

effectively deliver health care services in hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine how principles of effective leadership skills including organizational design, motivation, conflict management, teamwork, and strategic alliances are utilized.

AHSC-H 302 Essentials of the Healthcare Delivery System (3 cr.) Students examine the history and functions of the US healthcare delivery system along with its components, interactions and controls. It compares US healthcare with healthcare abroad and examines the impact of social determinants of health on the ability of the US healthcare system to meet the needs of its users.

AHSC-H 303 Leadership and Management in Healthcare (3 cr.) This course looks at how, from a leadership perspective, to effectively deliver healthcare services in a variety of healthcare settings. Students will examine how principles of effective leadership skills, including organizational design, motivation, conflict management, teamwork, and strategic alliances, are utilized in the ever-changing healthcare environment.

AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.) In this course, students are introduced to the concepts of health policy and policy analysis, health care ethics and contemporary ethical dilemmas, and legal issues related to health care and health care outcomes.

Students will be exposed to leadership strategies for effecting changes in policy, and in resolving legal and ethical dilemmas that arise in health care. Emphasis is placed on the application of knowledge to real and simulated case problems.

AHSC-H 320 Consumer Health (3 cr.) In this course, students are introduced to the ways consumers receive and use information to inform health practices and influence choices of health products, services, and providers. Concepts include health literacy and decision-making, internal and external influences on health care decisions and health outcomes, and effective health education. Exemplar health issues are discussed.

AHSC-H 330 Intercultural Health Communication (6 cr.) This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions related to health disparities. This course is designed to increase students understanding of the growing interdependence of nations and peoples and to develop students' ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

AHSC-H 340 Research in the Health Sciences (3 cr.) Research in the Health Sciences: This course is designed as an introduction to using the research process to address health science problems and the use of evidence as a foundation for practice. Critical analysis of research studies will be emphasized.

AHSC-H 350 Economics of Health Care (3 cr.) Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer

goods making health related markets a unique topic for study. You will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

AHSC-H 360 Population Health, Epidemiology, and Biostatistics (6 cr.) In this course, students are provided an overview of the principles and practices of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, and determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how the disease is distributed within populations and communities.

AHSC-H 360 Epidemiology/Biostatistics and Population Health (6 cr.) In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

AHSC-H 370 Informatics for the Health Sciences (3 cr.) In this course, students will explore the impact of meaningful data on health care systems. The concepts of converting data to information to knowledge in the national effort to create electronic health care records that provide privacy and security while ultimately improving patient outcomes will be discussed. Details on meaningful use in electronic health records, health care data analytics, health informatics exchange, quality improvement strategies, public health informatics, and health informatics ethics will be examined.

AHSC-H 370 Informatics (3 cr.) In this course, students will explore the impact of meaningful data on health care systems. The concepts of converting data to information to knowledge in the national effort to create electronic health care records that provide privacy and security while ultimately improving patient outcomes will be discussed. Details on meaningful use in electronic health records, health care data analytics, health informatics exchange, quality improvement strategies, public health informatics, and health informatics ethics will be examined.

AHSC-H 480 Healthcare Grant Writing and Internship (6 cr.) This course is designed to assist the student in applying acquired knowledge and skills in appropriate professional settings. The internship focus of this

course will provide students with a culminating project that demonstrates mastery of program competencies. The grant writing portion of the course will assist the student to gain introductory experience in the process of grantsmanship.

AHSC-H 480 Grant Writing & Internship (6 cr.) (Taken in the student's last semester). This course is designed to assist the student in applying acquired knowledge and skills in appropriate professional settings. The internship focus of this course will provide students with a culminating project that demonstrates mastery of program competencies. The grant writing portion of the course will assist the student to gain introductory experience in the process of grantsmanship.

ALHT-R 416 Trends and Issues in Medical Imaging Technology (3 cr.) R416 is designed to have learners use critical reasoning to discuss trends and issues in medical imaging technology. Students will evaluate past issues involving radiation and reflect on past and current events.

ANAT-A 215 Basic Human Anatomy (5 cr.) Fall, Spring. Structure of cells, tissues, organs, and systems and their relationship to function.

ANTH-A 103 Human Origins and Prehistory (3 cr.) Humans, their biological evolution, and their archaeological history through stone and metal ages.

ANTH-A 104 Culture and Society (3 cr.) A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials.

ANTH-E 329 Indians in the U.S. in the Twentieth (3 cr.) Position of the American Indian as an ethnic minority, including health, education, economy, and political consideration of proposals to change the Indian's status.

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health.

ANTH-E 455 Anthropology of Religion (3 cr.) Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

ANTH-P 360 Prehistory of North America (3 cr.) Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

AST-A 100 The Solar System (3-4 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

AST-A 110 Introduction to Astronomy (3 cr.) Spring. This course presents a survey of modern astronomy including planetary science, stellar and galactic astrophysics and cosmology.

BIOL-L 100 Humans and the Biological World (5 cr.)

Fall, Spring. Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.*

BIOL-L 105 Introduction to Biology (5 cr.)

P: High school or college chemistry. Fall, Spring. Integrated picture of manner in which organisms at diverse levels of organization meet most problems in maintaining and propagating life. Credit given for only one 100-level biology course.*

BIOL-L 121 Biology 1 (5 cr.)

P: High School Chemistry. An introductory course to the principles of biology for science majors concentrating on cellular processes. Concepts covered include cell structure and functions, cell division, Mendelian genetics, and molecular genetics. This is the first course in the first-year biology sequence.

BIOL-L 122 Biology 2 (5 cr.)

P: BIOL-L 121. An introductory course to the principles of biology for science majors concentrating on evolution, organismal biology, and ecology. Concepts covered include evolution and diversity, physiology of plants and animals, population ecology and ecosystems. This is the second course in the first-year biology sequence.

BIOL-L 203 Evolution and Diversity of Life (3 cr.)

P: BIOL-L 122 or BIOL-L 211. Survey of plant and animal diversity with special reference to their origins, early evolution and subsequent radiations. The mechanisms of the diversity of various forms of life, past and present, and their relationships to their environment.

BIOL-L 211 Molecular Biology (3 cr.)

P: BIOL-L 105. C: BIOL-L 213. Spring. Introduction to molecular biology, including mechanisms and regulation of gene expression as well as mechanisms of mutation, repair, and recombination of DNA.

BIOL-L 213 Molecular Biology Laboratory (2 cr.)

C: BIOL-L 211. Spring. Accompanying laboratory for BIOL-L 211. Introduction to basic techniques in molecular biology.

BIOL-L 270 Humans and Microorganisms (3 cr.)

Beneficial and harmful activities of bacteria, fungi, protozoa, viruses. Production of fermented foods, food poisoning and foodborne infections. Introduction to epidemiology, microbial diseases, antibiotics and immunization. Water and wastewater microbiology and waterborne infections.

BIOL-L 321 Principles of Immunology (3 cr.)

P: BIOL-L 105, CHEM-C 101 or CHEM-C 105. An introduction to the basic principles of immunology and its applications. Topics covered include the inflammatory response, complement, cell-mediated and humoral immunity, cell interactions, genetics of the immune response, immunization and immunological methods.

BIOL-L 329 Biochemistry I: Proteins and Enzymes (3-5 cr.)

P: BIOL-L 122 or BIOL-L 211/BIOL-L 213, CHEM-C 341, CHEM-C 343. This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

BIOL-L 336 Evolutionary Medicine (3 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211. This course will examine human health and disease from an evolutionary perspective. Topics include the evolution of virulence, emerging diseases and options for controlling disease. This course will explore the interface between medicine and evolution through lecture, primary literature reading, class discussion and research projects.

BIOL-L 345 Vertebrate Biology (3 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211. Provides a general overview of the biology of vertebrate animals including aspects of their evolutionary history, taxonomy, anatomy, physiology, behavior and natural history.

BIOL-L 350 Environmental Biology (3 cr.)

P: Junior or Senior standing. Global ecology in relation to human needs; human population growth and impact; pollution; land use; and political and social aspects of environmental sciences.

BIOL-L 364 Principles of Genetics (3-5 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211. Analysis of genetic mechanisms and processes, recombination, genetic interaction, gene regulation and evolution. Emphasis varies with instructor as indicated by subtitles.

BIOL-L 367 Cell Physiology (3 cr.)

P: CHEM-C 106, BIOL-L 122 (or equivalent) or BIOL-L 211. Introduction to biochemical structure and metabolic activities of plant, animal, and microbial cells; physiology of membranes; locomotion and response; growth, division, and differentiation of cells.

BIOL-L 377 Biology of Amphibians and Reptiles (3 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211. An extensive study of amphibians and reptiles including behavior, physiology, ecology, and evolution. Course will include a survey of world diversity, comparative dissections, field exercises, behavioral experiments, and review of the primary literature.

BIOL-L 379 Principles of Ornithology (3 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211. This course will cover bird evolution, taxonomy, biology, ecology and behavior with emphasis on Indiana birds. For the field portion of this course students will learn to identify local bird species based on sound and sight as well as learn field research methods in ornithology.

BIOL-L 391 Special Topics in Biology (3 cr.)

Study and analysis of selected biological issues and problems. Topics vary from semester to semester.

BIOL-L 403 Biology Seminar (3 cr.)

P: Junior or Senior by permission. Individual presentations of recently published papers representing all areas of biological research.

BIOL-L 473 Ecology (3-4 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211; and BIOL-L 203. Major concepts for ecology for science majors; relation of individual organisms to their environment, population ecology, structure and function of ecosystems.

BIOL-L 474 Field and Laboratory Ecology (2-3 cr.)

P: BIOL-L 122 (or equivalent) or BIOL-L 211; and BIOL-L 203. C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems.

BIOL-L 490 Individual Study (1-12 cr.) P: Junior or Senior standing, by permission. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than six credit hours. Section authorization.

BIOL-L 498 Internship in Professional Practice (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and faculty supervisor. Course credit may count as elective hours in the Biology B.A./B.S. and Biological and Physical Sciences B.A./B.S. degree requirements.

BIOL-T 570 Evolution (3 cr.) Online Collaborative Course. Provides a rigorous exploration of the theory of evolution; the conceptual core of biology. Topics include origins and history of life: the interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods of inferring evolutionary relationships among organisms.

BIOL-T 574 Immunology (3 cr.) Online Collaborative Course. This course will introduce graduate students to immunology, focusing upon cells, molecules and mechanisms operating in the normal immune system and then assess the dysfunction associated with diseases and immune disorders.

BIOL-T 582 Advanced Field Zoology (3 cr.) Online Collaborative Course. This course will cover areas related to ecology - specifically in the areas of wildlife biology, wildlife management, and conservation biology. There will be some bias towards vertebrate and behavioral ecology.

BIOL-T 586 Principles of Ornithology (3 cr.) This course provides an introduction and overview over the biology, ecology, evolution, and behavior of birds. As a student in this course you will learn about the diversity of bird life in world, with focus on Indiana. This course will help you recognize the role of birds in the ecosystem and how they impact and interact with other organisms. You will also learn about the different ways birds are adapted to flight and to survive in all types of habitats. In terms of bird diversity, you will learn how to identify Indiana bird species by sight and sound. We will also discuss how humans impact the diversity of birds in the world, especially in Indiana. To learn observational techniques and how to identify birds, you will be required to keep and maintain a field journal with drawings and descriptions.

BIOL-T 587 Principles of Ornithology (3 cr.) Online Collaborative Course. This course provides an introduction and overview over the biology, ecology, evolution, behavior, and conservation of birds. Students will also learn to identify common birds by sight and sound. Regular independent bird watching trips are expected as well as a field research project on local bird diversity.

BIOL-T 591 History of Life (3 cr.) Online Collaborative Course. This course examines the evolutionary history of life based on the fossil record and genetic codes of existing organisms. It also explores the history of changing philosophies regarding life's origin, from creation story-based religious views to the non-teleological views of modern revolutionary theory.

BUKO-A 511 Financial Accounting Theory & Practice I (3 cr.) An intermediate financial accounting course emphasizing financial statement preparation and analysis. Includes intermediate theory and problems, asset valuation, income measurement, preparation and analysis of financial statements.

BUKO-A 512 Financial Accounting Theory & Practice II (3 cr.) Application of intermediate accounting theory to problems involving long-term liabilities, corporations, earnings per share, tax allocation, pensions, leases and cash flows.

BUKO-A 522 Advanced Financial Accounting (3 cr.) Consideration of advanced financial accounting problems, including those related to consolidated financial statements, business combinations (mergers and acquisitions), branches, foreign operations and nonprofit organizations.

BUKO-A 524 Survey of Economics (2 cr.) Foundation course for those whose background in economics is inadequate for advanced business courses. The microeconomic component analyzes applications to problems of market behavior market structure, and welfare. The macroeconomic component analyzes the basic model of income-employment determination in relation to microeconomics.

BUKO-A 528 Introduction to Taxation (3 cr.) Course focuses on individual income taxation and tax planning, introducing students to U.S. federal income tax law. Basic tax treatment of corporations, partnerships, limited liability companies, trusts and estates included. Through tax research students develop appreciation for tax law sources - Internal Revenue code, regulations, administrative pronouncements and case law.

BUKO-A 533 Accounting Function (2 cr.) An overview of basic accounting concepts and functions through a case method approach. Provides an understanding of the financial accounting cycle of a business entity, including an overview of various financial statements and the elements which comprise them.

BUKO-A 534 Auditing Theory and Practice (3 cr.) This course addresses the concepts and procedures of external and internal audits for businesses, including issuance of the audit report, reviews of internal control, statistical sampling, EDP systems, the company's business cycles, forensic accounting, auditing for fraud and other assurance services. Many topics covered are included on the CPA exam.

BUKO-A 537 Business Information Systems (3 cr.) An overview of accounting systems and their existence within businesses. The course includes discussions of system controls, transaction processing, business cycles and issues related to development and installation of automated accounting systems.

BUKO-C 555 Investments (3 cr.) P: BUS-F 301 or equivalent. The course provides the conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions. Topics include risk and return analysis, portfolio theory, valuation of stocks and bonds, financial institutions, market efficiency, and derivative securities.

BUKO-C 562 Professional Development and Self-Leadership (2 cr.) The course concepts provide direction to individuals towards a satisfying career; and, in influencing and enhancing their behaviors resulting in effective work relationships and organizational contribution, including the global context. Topics are career management and career transitions; organizational socialization; behavior self-management and social learning; and leader substitutes, such as empowerment.

BUKO-C 567 Issues in Financial Management (1-3 cr.) P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

BUKO-C 570 Issues in Human Resource Management (1-3 cr.) P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

BUKO-C 581 Advertising and Sales Promotion (3 cr.) P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

BUKO-C 590 Independent Study In Business And Administration (1-3 cr.) P: permission of instructor and MBA Director. The objective behind an independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

BUKO-C 599 Project Demonstrating Expertise (PDE) (3 cr.) P: Permission of instructor and MBA Director. A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

BUKO-D 542 Advanced Managerial Accounting (3 cr.) P: BUS-A 201. Spring Semesters. The uses of accounting information for decision making, and for planning and controlling business operations. The behavioral aspects of performance reports, budgets, and variance analysis.

BUKO-E 542 Strategic Managerial Economics (3 cr.) P: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters. Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

BUKO-F 542 Advanced Financial Management (3 cr.) P: BUS-F 301. Spring Semesters. Study of the

aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

BUKO-F 543 Financial Modeling (3 cr.) P: BUS-F 301 or equivalent, and permission of MBA Director This course involves the development and application of computer-based financial models. Models from corporate finance and investments use Microsoft Excel. Course helps students develop advanced spreadsheet skills for financial analysis. These skills include not only "number crunching" techniques, but also "best practices" in constructing models for investment and corporate decisions.

BUKO-F 571 International Corporate Finance (3 cr.) P: BUS-F 301 or equivalent. This course examines how firms and investors manage their operation or investments in an international environment. Topics to be discussed include foreign exchange risk management, financing the global firm, foreign investment decisions and multinational capital budgeting.

BUKO-I 500 Financial Management (2 cr.) Conceptual framework of the firm's investment, financing and dividend decision, includes working capital management, capital budgeting, and capital structure strategies.

BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.) P: permission of instructor. This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

BUKO-J 542 Ethical and Regulatory Environment of Business (3 cr.) Recognizing that major business decisions have social and legal implications, this course builds awareness and understanding of these dimensions of managerial actions. It explores the ethical concerns of organizations and the challenges in managerial decision making.

BUKO-J 552 Principles of Leadership and Ethics (3 cr.) Ethical teamwork and leadership are required for sustainable organizational success. Leadership competencies are essential for leading and managing diverse organizations in ethical ways. This course delivers critical knowledge and skills in the areas of ethical teamwork and leadership and aims to develop leaders through applied and reflective learning.

BUKO-J 554 Leadership in a Global Context (3 cr.) This course prepares students to navigate the opportunities and challenges for organizational leaders operating in a global context. Emphasis is placed on developing self- and cultural awareness, working effectively with people from different backgrounds, and identifying cross-cultural similarities and differences that influence corporate strategy and organizational policies and procedures.

BUKO-J 556 Leadership Skills (3 cr.) Students learn and apply key theories and frameworks that guide systematic thinking to understand how leadership skills are essential to organizational success via job market analysis and leadership skill development plan. To apply

their knowledge, students must complete a minimum of 10 hours of leadership activities within an organization.

BUKO-J 560 Global Strategic Management (3 cr.)

Spring Semesters. Must have completed Phase I. This course emphasizes the integration and application of diverse knowledge and understanding of organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

BUKO-J 561 Advanced Integrated Business

Simulation (3 cr.) Using computer simulation, teams will be introduced to entrepreneurial business strategies and will manage businesses within a competitive marketplace. Students will start up and run a company, and integrate marketing, human resources, operations, finance, and accounting. Repeatedly, students must analyze data and plan a business strategy to build competitive advantage.

BUKO-K 543 Predictive Analytics for Business (3 cr.)

P: BUKO-K 542 This course will focus primarily on data mining for prediction, classification, and clustering tasks for business, including both supervised and unsupervised learning models. Possible course topics include predictive performance, linear regression, nearest neighbor estimation, naive Bayes classifier, classification and regression trees; logistic regression, neural nets, cluster analysis, and machine learning.

BUKO-L 506 Employment Problems and the Law

(3 cr.) Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

BUKO-L 512 Law and Ethics in Business (3 cr.)

Fall Semesters. The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

BUKO-M 500 Marketing Management (2 cr.)

Overview of marketing for all undergraduates marketing planning and decision making concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

BUKO-M 542 Organizational Theory and Development

(3 cr.) P: BUS-Z 302 or equivalent. The study of organizational theories, structure, processes, and outcomes in a dynamic environment with emphasis on

achieving effectiveness through planned change. Topics include organizational and environmental diagnostic methods, organizational capacity for change, and organizational transformation strategies.

BUKO-M 560 Advanced Marketing Management

(3 cr.) P: BUS-M 301. Fall Semesters. The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing marketing decisions. Extensive use of selected readings, cases, and research projects.

BUKO-M 570 Advanced Operations Management

(3 cr.) P: BUS-K 302. Spring Semesters. An in-depth study of topics such as operations planning, material requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

BUKO-Q 520 Quantitative Business Analysis (2 cr.)

Application of mathematical modeling techniques to business decision making. Topics include basic concepts of model building, linear programming, sensitivity analysis and duality, goal programming, network models, deterministic and probabilistic inventory models, decision analysis, queuing theory, game theory and simulation.

BUKO-Z 542 Foundations of Strategic Human

Resource Management (3 cr.) P: BUS-Z 302. Fall Semesters. This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

BUS-A 200 Foundations of Accounting (3 cr.)

Survey of financial and managerial accounting topics that provide a foundation for students who are not pursuing a business concentration. No credit toward a B.S. in Business. Credit not given for both BUS-A 200 and BUS-A 201.

BUS-A 201 Introduction to Financial Accounting (3 cr.)

P: Completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting

(3 cr.) P: BUS-A 201. Concepts and issues of management accounting; budgeting; cost determination and analysis.

BUS-A 311 Intermediate Accounting (3 cr.)

P: BUS-A 202. Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

BUS-A 312 Intermediate Accounting (3 cr.)

P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

BUS-A 325 Cost Accounting (3 cr.) P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning.

BUS-A 328 Introduction to Taxation (3 cr.) P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

BUS-A 337 Accounting Information Systems (3 cr.) P: BUS-A 201; BUS-A 202 The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls.

BUS-A 339 Advanced Income Tax (3 cr.) P: BUS-A 328. Internal Revenue Code and regulations; advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations.

BUS-A 380 Professional Practice in Accounting (1-9 cr.) P: Junior or senior standing in major area and consent of instructor. Provides work experience in cooperating firms and organizations. Grades of S or F are assigned by faculty.

BUS-A 422 Advanced Financial Accounting (3 cr.) P: BUS-A 312. Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

BUS-A 490 Independent Study in Accounting (1-3 cr.) P: Consent of instructor.

BUS-A 491 Internship in Accounting (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office. S/F graded.

BUS-D 301 The International Business Environment (3 cr.) P: ECON-E 201, ECON-E 202, 56 credit hours. The national and international environmental aspects of international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

BUS-D 302 International Business: Operations of International Enterprises (3 cr.) P: BUS-D 301. The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

BUS-D 496 Foreign Study in Business (3 cr.) This is an undergraduate summer course which provides students with the opportunities to travel to selected countries in order to help them gain an in depth and practical understanding of the macro and micro aspects of doing business in those countries. The broader goal of the course is to familiarize students with the environmental dynamics that arise when business activities transcend international borders. A variety of environmental dimensions--economic, financial, political, legal, and cultural--are examined. Successful completion of this course should allow students to understand and appreciate the diversity and complexity of the global environment today's businesses have to grapple with.

BUS-F 151 Personal Finances of the College Student (3 cr.) Introduction to the basic planning tools and concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student. Topics include, careers, goal setting, budgeting, tax planning and credit, including options for financing higher education. Foundation of the Financial Literacy Curriculum.

BUS-F 300 Introduction to Financial Management (3 cr.) An introduction to financial management and the role of the financial manager. Topics covered include a description of financial markets and basic financial analysis, working capital management, basic valuation and capital expenditure analysis are also covered. Credit not given for both BUS-F 301 and BUS-F 300; no credit given toward a B.S. in Business.

BUS-F 301 Financial Management (3 cr.) P: Admission to BUS, 56 credits, BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

BUS-F 302 Financial Decision Making (3 cr.) P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

BUS-F 365 Personal Financial Planning (3 cr.) P: BUS-F 301. General course oriented towards theory and application of personal financial planning topics, with focus on the process of accumulating and protecting wealth, towards the goal of obtaining financial independence. Time value of money exercises and money management tools are utilized. Other topics examined include personal insurance issues, investments, in private and public securities, retirement planning, and estate planning.

BUS-F 414 Financial Statement Analysis (3 cr.) P: BUS-F 301. The course provides an understanding of the information contained in corporate financial statements and associated reports. The focus of this course is on the analysis, interpretation and prediction of financial statements. The course emphasizes the analysis

and application of financial statement information for investment, credit, and management decisions.

BUS-F 420 Equity and Fixed Income Investment (3 cr.)

P: BUS-F 301. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

BUS-F 451 Financial Modeling (3 cr.) This course involves the development and application of computer-based financial models. Models from corporate finance and investments use Microsoft Excel. This course helps students develop advanced spreadsheet skills for financial analysis. These skills include not only "number crunching" techniques, but also "best practices" in constructing models for investment and corporate decisions.

BUS-F 480 Professional Practice in Finance (3-6 cr.)

P: BUS-F 301, junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-F 490 Independent Study in Finance (1-3 cr.)

P: Consent of instructor. Supervised individual study and research in a student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

BUS-F 491 Internship in Finance (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office. S/F graded.

BUS-F 494 International Finance (3 cr.) P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

BUS-J 401 Administrative Policy (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

BUS-J 404 Business and Society (3 cr.) P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

BUS-K 201 The Computer in Business (3 cr.)

Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of Business Computing Center. Impact of computers upon

business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

BUS-K 302 Introduction to Management Science

(3 cr.) P: BUS-K 201 or equivalent, ECON-E 270, MATH-M 118 or MATH-M 133 and MATH-M 134 or MATH-M 215. An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory theory, Markov process, and goal programming. Heavy emphasis on the application of these topics to business decision making using computer.

BUS-K 353 Business Analytics and Modeling (3 cr.)

P: ECON-E 270 and (BUS-S 302 or BUS-K 321). High quality information is the key to successful management of businesses. Despite large quantity of data that is collected by organizations, managers struggle to obtain information that would help them in decision making. Data mining or predictive analytics is the use of machine learning algorithms to find patterns of relationships between data elements in large and noisy data sets, which can lead to actions that accrue organizational benefits, for example, by reduction of costs, enhancement of revenue and better management of business risks. Compared to traditional statistics, which often provide hindsight, the field of predictive analytics seeks to find patterns and classifications that look toward the future. By finding patterns previously not seen, predictive analytics not only provides a more complete understanding of data but also is the basis for models that predict, thus, enabling managers to make better decisions.

BUS-L 200 Elements of Business Law (3 cr.)

This course introduces various legal rules governing contracts, their formation, performance, breach, and legal and equitable remedies. The primary focus will be on legal and equitable remedies. The primary focus will be on legal rules applicable to business. No credit toward a B.S. in Business; no credit for both BUS-L 200 or BUS-L 201.

BUS-L 201 Legal Environment of Business (3 cr.)

P: Sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and BUS-L 200.

BUS-L 406 Employment Problems and the Law

(3 cr.) P: BUS-L 201. Current legal problems in the area of employment. Topics include race and sex discrimination, harassment, the American with Disabilities Act, employment at will, privacy issues such as drug testing, and limits on monitoring and testing.

BUS-M 255 Topics in Marketing (1-5 cr.)

P: Sophomore Standing Variable topic, variable credit course in Marketing.

BUS-M 300 Introduction to Marketing (3 cr.)

Examination of the market economy and marketing institutions in the U.S. Decision making and planning from the manager's point of view; impact of marketing actions from the consumer's point of view. Credit not given for

BUS-M 300 and BUS-M 301; no credit given toward a B.S. in Business.

BUS-M 301 Introduction to Marketing Management (3 cr.) P: Admission to BUS, junior standing, ECON-E 201, ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301. Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 450 Marketing Strategy (3 cr.) P: BUS-M 301 BUS-M 405, and senior standing with a marketing concentration. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making.

BUS-M 455 Topics in Marketing: Customer Relationship Marketing (3 cr.) P: BUS-M 301 and BUS-S 302. Managing customer life cycle, customer retention, understanding relationships, strategic customer relationship management, customer service, social media, and social customer relationship management.

BUS-M 460 Digital Marketing (3 cr.) P: BUS-M 301 and consent of instructor. In the digital age of marketing, social networks and mobile applications have revolutionized how firms and consumers interact along the customer journey. This course provides a comprehensive survey of digital marketing approaches used by firms to achieve overall marketing goals. Students will get hands-on experience with social and digital marketing tools. Through a combination of lecture, case studies, and course projects students will learn to create and evaluate digital marketing strategies.

BUS-M 480 Professional Practice in Marketing (3-6 cr.) P: BUS-M 301, junior or senior standing with a concentration in marketing and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

BUS-M 490 Special Studies in Marketing (3-6 cr.) P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop

the scope of the work to be completed. Comprehensive written report required.

BUS-M 491 Internship in Marketing (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office. S/F Graded.

BUS-P 301 Operations Management (3 cr.) P: ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

BUS-P 421 Supply Chain Management (3 cr.) P: BUS-P 301. This course focuses on the strategic design of supply chains with a particular focus on understanding customer value. Supply chain strategy examines how companies can use the supply chain to gain a competitive advantage. Students develop the ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics. The course approaches supply chain management from a managerial perspective and introduces concepts in a format useful for management decision making including using case analysis, team-based learning and business presentations. Topics include: Supply chain mapping; Supply chains and new products; Customer relationship management; Sustainability and SCM; Performance metrics; Collaboration; Customer service; and Supply chain risk management.

BUS-P 491 Internship in Operations Management (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office.

BUS-S 302 Management Information Systems (3 cr.) P: junior standing, BUS-K 201 or consent of instructor. Overview of management information systems (MIS) within a business context, MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

BUS-S 491 Internship in Management Information Systems (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should

be completed and turned in to the School of Business office.

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. No credit if taken in the junior or senior year.

BUS-W 311 New Venture Creation (3 cr.) P: BUS-Z 302. Primarily for those interested in creating a new business venture. Emphasis is on personal, rather than corporate goals and strategy; and on problems of creation, rather than management of an enterprise. Each student develops an investment feasibility study for a new company he would like to create.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

BUS-W 480 Professional Practice in Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

BUS-W 490 Independent Study in Business Administration (1-6 cr.) P: Consent of instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed.

BUS-W 491 Internship in Management (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office.

BUS-X 107 Freshman Seminar in Business (3 cr.) The Freshman Seminar in Business course is designed to assist freshman in their transition into college. This course provides students with the essential skills needed to succeed in college. Module I of this course focuses on student success; during the first 5 weeks, students will focus on study skills, team building, peer leadership, and interpersonal skills. Module II focuses on financial planning; students will focus on goal setting, budgeting, financial planning, cash management, and credit management. Module III focuses on career exploration; this final module allows students to begin thinking about their concentrations, their future, and what it will take to properly prepare themselves for their future careers.

BUS-X 293 Honors Seminar in Business (1-3 cr.) For student in the Business Honors Program. May be taken twice for credit.

BUS-X 410 Business Career Planning and Placement (1 cr.) This course will focus on career planning and development. Students will explore different career opportunities and work to identify within themselves the skills needed to succeed as a professional in a fast-changing, business environment. Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaigns, job-application methods, performing well in interviews, and initial conduct on job will be topics covered in this course. We will also explore general professional development, such as the importance of effective networking and effective communication.

BUS-X 487 Seminar in Business Administration (3-6 cr.) Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Curriculum Management and Assurance of Learning Committee (CMALC). May be repeated up to a maximum of 6 credits. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

BUS-X 493 Honors Seminar in Business (1-3 cr.) For students in the Business Honors Program. May be repeated twice for credit.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: PSY-P 103, and junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

BUS-Z 344 Introduction to Human Resource Management (3 cr.) P: BUS-Z 302. Introductory overview of human resources management. Special emphasis will be given to legal issues, diversity in the work force, and contemporary practices. Note: Credit not given for both BUS-Z 440 Personnel-Human Resource Management and BUS-Z 344.

BUS-Z 440 Personnel-Human Resource Management (3 cr.) P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

BUS-Z 456 Leadership Skills (3 cr.) P: BUS-Z 302. This course teaches students to identify and strengthen their general leadership skills and analyze the competitive job market to establish and develop career-specific leadership skills. Students are required to fulfill a minimum of 10 hours of leadership activities within an organization to hone and reflect upon their leadership skills.

BUS-Z 460 Organizational Culture and Engagement Best Practices (3 cr.) P: BUS-Z 302 and consent of instructor. This course addresses various aspects of human resources management as it relates to diagnosing and designing an intentional culture and best practices in employee engagement. The focus of the course is to understand how effective and aligned HR practices

contribute to sustaining the organizational culture and exceeding stakeholder expectations.

BUS-Z 470 Issues in Human Resources Management (3 cr.) P: BUS-Z 302 This course examines in depth selected topics in human resource management, such as HRIS, strategic human resource planning, recruitment, selection, engagement, culture, performance appraisal, compensation, training, employee rights, or health and safety.

BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.) P: BUS-Z 302, junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.) P: BUS-Z 302. For senior-year students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

BUS-Z 491 Internship in Human Resources Management (3 cr.) P: Junior or Senior standing and consent of supervising faculty member. Work experience in cooperating firm or organization. Forty (40) hours of work related to the academic discipline must be completed per credit hour earned. Internship should be coordinated with the supervising faculty member and the application should be completed and turned in to the School of Business office.

CHEM-C 100 The World of Chemistry (3 cr.) C: CHEM-C 120. Fall, Spring. For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. Credit given for only one of the following: CHEM-C 100, CHEM-C 101, or CHEM-C 105.

CHEM-C 101 Elementary Chemistry I (3 cr.) C: CHEM-C 121. Fall, Spring. Introduction to chemistry. The two sequences, CHEM-C 101-C 121 and CHEM-C 102-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, 121, 102, 122 granted only in exceptional cases. May be taken without credit in preparation for CHEM-C 105. Credit given for only one of the following: CHEM-C 100, 101, or 105.

CHEM-C 102 Elementary Chemistry II (3-5 cr.) P: CHEM-C 101. C: CHEM-C 122 Continuation of C101. The chemistry of organic compounds and their reactions followed by an extensive introduction to biochemistry.

CHEM-C 105 Principles of Chemistry I (3-5 cr.) P: MATH-M 125, which may be taken concurrently; one year of high school chemistry. Basic principles, stoichiometry, thermochemistry, atomic and molecular structure, gases, solution, and topics in descriptive chemistry.

CHEM-C 106 Principles of Chemistry II (3-5 cr.) P: CHEM-C 105. Chemical equilibria with emphasis on acids, bases, solubility, electrochemistry, elementary

thermodynamics, chemical kinetics, and selected topics in descriptive chemistry.

CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences (3 cr.) Fall, Spring. Designed for students with no prior chemistry background. Students will learn the role of chemistry in physiological, health, and nursing applications. Topics include the structure of matter, chemical reactions, structural characteristics of carbohydrates, lipids, and proteins.

CHEM-C 120 Chemistry Laboratory (2 cr.) C: CHEM-C 100. Fall, Spring. For non-majors. An introduction to techniques and reasoning of experimental chemistry. Experiments and projects illustrate topics studied in CHEM-C 100. Credit given for only one of the following: CHEM-C 120, 121 or 125*.

CHEM-C 121 Elementary Chemistry Lab 1 (2 cr.) C: CHEM-C 101. Introduction to the techniques and reasoning of experimental chemistry. Emphasis is given to study of physical and chemical properties of inorganic compounds.

CHEM-C 122 Elementary Chemistry Lab II (2 cr.) P: CHEM-C 101, CHEM-C 121. C: CHEM-C 102. Continuation of C121. Emphasis on organic and biochemical experimental techniques.

CHEM-C 123 The Chemistry of Food and Cooking (3 cr.) This one-semester three-credit-hour course is designed for both science and non-science students with no prior college-level chemistry background. Basic chemistry concepts are taught with the goal of achieving an understanding of the myriad of chemical functions and reactions involved in the molecular structure of foods, and what happens to these structures during cooking and/or preparation.

CHEM-C 125 Experimental Chemistry I (2 cr.) C: CHEM-C 105. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, and synthesis.

CHEM-C 126 Experimental Chemistry II (2 cr.) P: CHEM-C 105, CHEM-C 125. C: CHEM-C 106. A continuation of C125 with emphasis on: equilibria; qualitative analysis; acids and bases; and oxidation reduction, including electrochemistry, chemical kinetics, and synthesis.

CHEM-C 129 Chemistry Laboratory for Health and Nursing Sciences (2 cr.) C: CHEM-C 109. An introduction to the techniques and reasoning of experimental chemistry with an emphasis on the chemistry of biological molecules and the application of chemistry to the health sciences.

CHEM-C 250 Intro to Genomics & Proteomics (3-5 cr.) P: BIOL-L 211, CHEM-C 106, CHEM-C 126. The aim of this course is to explain the molecular basis of the control of gene expression and to provide comprehensive picture of the recent field of genomic science. Topics will include an advanced investigation of regulation of gene expression at RNA and protein level; functional and comparative genomics; and molecular biotechnology techniques. Computer exercises will involve learning

genome annotation, sequence alignment and analysis using bioinformatics tools.

CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3-4 cr.) P: CHEM-C 106. An introduction to topics in existing and potential renewable sources of energy, including hydroelectric, geothermal, tidal, wind and solar energy.

CHEM-C 310 Analytical Chemistry (3 cr.) P: CHEM-C 106. Spring. Fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry, and chemical methods of separation.

CHEM-C 311 Analytical Chemistry Laboratory (2 cr.) C: CHEM-C 310. Spring. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 310.

CHEM-C 329 Biochemistry I: Proteins and Enzymes (3 - 5 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211; CHEM-C 341 and CHEM-C 343. This course focuses on protein structure and function, enzyme kinetics and mechanisms. Topics in bioinformatics are covered. The laboratory studies methods to isolate, purify, and identify enzymes and proteins. Determination of enzyme kinetics.

CHEM-C 340 Biochemistry II: Bioenergetics and Metabolism (5 cr.) P: CHEM-C 329. This course focuses on bioenergetics, oxidative phosphorylation, and metabolic pathways for sugars, fatty acids, and amino acids. Topics covered will include current research in biochemistry, bioinformatics, and a discussion about the role of biochemistry in understanding cellular functions. The lab exercises focus on methods to determine the types of and the concentration of a variety of metabolic compounds. The topics covered will include enzymatic conversion of molecules and separation of molecules by chromatography.

CHEM-C 341 Organic Chemistry I: Lecture (3 cr.) P: CHEM-C 106. Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds.

CHEM-C 342 Organic Chemistry Lecture II (3 cr.) P: CHEM-C 341. Syntheses and reactions of polyfunctional compounds, natural and industrial products.

CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.) P: P: CHEM-C 106, CHEM-C 126. C: CHEM-C 341. Laboratory instruction in the fundamental techniques of organic chemistry, spectroscopy, and the use of general synthetic methods.

CHEM-C 344 Organic Chemistry Laboratory II (2 cr.) P: CHEM-C 341, CHEM-C 343. C: CHEM-C 342. Preparation, isolation, and identification of organic compounds; emphasis on modern research methods.

CHEM-C 361 Physical Chemistry of Bulk Matter (3-4 cr.) P: CHEM-C 106, PHYS-P 202, MATH-M 215. Thermodynamics laws, free energy and chemical potentials, gases and dilute solutions, phase transitions, colligative properties, chemical equilibria, ionic solutions, chemical kinetics and transport processes, current topics.

CHEM-C 362 Physical Chemistry of Molecules (3-4 cr.) P: CHEM-C 361. Quantum states and spectroscopy of

molecules, statistical thermodynamics, and elementary kinetic theory, current topics.

CHEM-C 390 Special Topics (3 cr.) "Environmental Science" topic (3 cr.): For non-majors. Exploration of the complex interrelationships among the physical, chemical, biological, cultural, economic, and political forces that shape the global environment. "Sustainability" topic (3 cr.): For non-majors. A broad consideration of the impact of past and current human endeavor on the challenges being created for future generations, with an emphasis on the consequences of climate change, energy source choices, resource availability, the role of science in political decisions, and human rights. Note: CHEM-C 390 will not count toward a Bloomington or Kokomo chemistry degree. Can be repeated for credits with different topics.

CHEM-C 400 Chemical Information Sources and Services (1 cr.) P: CHEM-C 341. Techniques for the storage and retrieval of chemical information in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; online searching of chemical databases.

CHEM-C 409 Chemical Research (1-3 cr.) For outstanding students. To be elected only after consultation with the faculty research advisor. Cannot be substituted for any course required in the chemistry major. A research thesis is required.

CHEM-C 410 Principles of Chemical Instrumentation (2-4 cr.) P: CHEM-C 310/311. Modern methods of instrumental analysis, including spectroscopy, chromatography, and electrochemistry.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: P: CHEM-C 106, CHEM-C 342, or by permission. Structure and bonding of inorganic compounds; survey of chemistry of non-metal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

CHEM-C 443 Organic Spectroscopy (3 cr.) P: CHEM-C 344. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.*

CHEM-C 483 Biological Chemistry (3 cr.) P: CHEM-C 341. Introduction to structure, chemical properties, and interrelationships of biological substances.

CHEM-C 487 Biochemistry Laboratory (2-3 cr.) P: CHEM-C 341, CHEM-C 343. C: CHEM-C 483. Laboratory instruction in the fundamental techniques of biochemistry, including separation of macromolecules by electrophoresis and chromatography; isolation, purification, and analysis of enzymes; recombinant DNA procedures; and polymerase chain reaction (PCR).

CHEM-C 495 Capstone in Chemistry (1-3 cr.) P: Junior or Senior standing in chemistry or biochemistry or by permission A capstone course concerned with current topics and issues in chemistry. The capstone experience may be offered as independent study under the supervision of a chemistry faculty member. Credits can be earned in part by completion of a library-related research project to demonstrate the applicability of some aspect of chemistry to the solution of a problem of current interest or importance. This project can explore current approaches to solving the problem or, following a search of the literature, to propose a novel solution to such a

problem. Students will prepare a formal written report and make an oral presentation to an interested audience. To earn credit students must also complete the American Chemical Society Diagnostic of Undergraduate Knowledge (DUCK) examination.

CHEM-T 510 Inorganic Chemistry (3 cr.) Online Collaborative Course. This course introduces fundamental concepts of inorganic chemistry including descriptive chemistry, bonding in coordination chemistry, organometallic chemistry, special topics in inorganic chemistry and biological inorganic chemistry.

CHEM-T 530 Organic Spectroscopy (3 cr.) This is a course in Organic Spectroscopy. This course is intended to give students a more complete picture of how spectroscopic methods (IR, UV, NMR, mass spectroscopy, and other methods) are used to elucidate the structure of complex organic molecules.

CHEM-T 540 Physical Chemistry (3 cr.) Online Collaborative Course. This course will touch on all the fundamental areas of Physical Chemistry. Emphasis is placed on content that expands the students' knowledge in the key areas and relates to concepts that are likely to be taught in introductory chemistry courses.

CHEM-T 550 Introduction to Biochemistry (3 cr.) Online Collaborative Course. Protein composition and structure, Enzyme kinetics, catalytic and regulatory strategies, Carbohydrates, Nucleic acids, Lipids and cell membranes, Transducing and storing energy - metabolic cycles, Responding to environmental changes.

CHEM-T 560 Environmental Chemistry (3 cr.) Online Collaborative Course. Chemical topics in environmental chemistry.

CHEM-T 570 Nuclear Chemistry (3 cr.) Online Collaborative Course. The fundamentals of nuclear chemistry and radiochemistry are covered. Topics may include nuclide types (origin, distribution), nuclide stability (quantum structure, binding energy), nuclear reactions (radioactive decay, fusion, fission), applications of nuclear phenomena (nuclear power plants, radioisotope dating, tracers, analytical techniques), and hazards (nuclear power plant accidents, biological effects of radiation).

CHEM-T 590 Chemistry Capstone (3 cr.) Online Collaborative Course. Integration of knowledge and understanding from the literature that transcends subdisciplinary boundaries of chemistry.

CHEM-Y 398 Professional Practice in Chemistry (1-6 cr.) Designed to provide opportunities for students to receive credit for career-related, full-time work.

CJHS-J 101 American Criminal Justice System (3 cr.) Introduction to elements of the criminal justice system: the police, the courts, and corrections, and how they function in contemporary American society. CJHS-J 101 is a prerequisite to most criminal justice classes.

CJHS-J 201 Theories of Crime and Deviance (3 cr.) This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the natural and importance of theory, context of theoretical developments, methods for the critical analysis of

theoretical developments, and policy implications of the varying perspectives considered.

CJHS-J 202 Criminal Justice Data, Methods and Resources (3 cr.) P: CJHS-J 101 or consent of instructor. Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

CJHS-J 204 Introduction to Private Security (3 cr.) This course will examine the history, nature, scope, and role of private security in the United States. Topics include the basic principles of physical security, loss prevention, risk management, the legal basis of private security, and the challenges facing private security in contemporary society.

CJHS-J 205 Cyber Crime (3 cr.) An introduction to computer crime and those individuals committing it, as well as the specific laws and criminological theories applicable to computer crime.

CJHS-J 206 Crime Prevention (3 cr.) An examination of crime prevention including theory, empirical evidence, policies, and strategies.

CJHS-J 207 Victimology (3 cr.) An examination of the nature and scope of victimizations in the United States, including the financial, sociological, and psychological impact of victimization, the types of victimizations, the care of victims, the victims' rights movement, and the underlying causes and remedies to victimizations.

CJHS-J 224 Drugs and Crime (3 cr.) This course will focus on the issues of drugs, crime and the American criminal justice system with respect to their interactions and influences with each other. This class will address these subjects through multiple perspectives: the historical evolution of drug use and control in the U.S., the classification and effects of specific drugs, the relationship between drug use and criminal activity, criminal justice system responses to issues of drug use, abuse and dependency among offenders, and the impact and implications of drug-related crime policies (including recent trends in decriminalization and legalization).

CJHS-J 245 Social Justice and the Justice System (3 cr.) The primary objective of this course is to provide students with an overview of issues related to diversity and how it impacts and relates to the criminal justice system. This course provides a criminological perspective on multiculturalism, social inequality, and discrimination in the criminal justice system. General areas covered will include class, race, ethnicity, sex, gender, disability/mental health with an emphasis on the analysis of social justice.

CJHS-J 260 Topics in Criminal Justice (3 cr.) P: CJHS-J 101 This course introduces students to special topics in criminal justice.

CJHS-J 266 Harry Potter and Crime (3 cr.) This class will examine the correlates of crime in the context of the Harry Potter films. The impact of social, biological, and psychological factors on crime and deviance will be discussed. Students will explore character development, social and political environments, cultural

elements, deviance, peers, family, violence, diversity, and discrimination through a content analysis of the films.

CJHS-J 272 Terrorism and Public Policy (3 cr.)

P: CJHS-J 101 Survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant terrorist events and public policies and responses such events create.

CJHS-J 275 Introduction to Emergency Management (3 cr.)

P: CJHS-J 101 An examination of the background and nature of the profession, the central theoretical debates concerning natural and human-induced disasters, mitigating and reacting to these catastrophic events and the roles and responsibilities of emergency managers. Current practical problems and future directions will be explored.

CJHS-J 278 Principles and Practices in Homeland Security (3 cr.)

P: CJHS-J 101 An examination of the basic operations, functions, and issues involved in securing our homeland from domestic and international threats including possible threats and proactive and reactive measures against such threats.

CJHS-J 300 Techniques of Data Analysis (3 cr.) Basic introduction to research and statistics in a social science setting. Topics include research design, sampling, levels of measurement, descriptive and inferential statistics, probability, and common analyses used in the social sciences.

CJHS-J 301 Substantive Criminal Law (3 cr.) P: CJHS-J 101 The development, limitations, and applications of substantive criminal law utilizing the case-study method.

CJHS-J 302 Procedural Criminal Law (3 cr.) P: CJHS-J 101 Criminal Law application and procedure from the initiation of police activity throughout the correctional process utilizing the case-study method.

CJHS-J 303 Evidence (3 cr.) P: CJHS-J 101 The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privileges of witnesses hearsay rule and exceptions. All related as nearly as possible to criminal as opposed to civil process.

CJHS-J 304 Correctional Law (3 cr.) P: CJHS-J 101 Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

CJHS-J 305 The Juvenile Justice System (3 cr.) P: CJHS-J 101 Current developments in the legal, administrative, and operational aspects of the juvenile justice system.

CJHS-J 306 The Criminal Courts (3 cr.) P: CJHS-J 101 An analysis of the criminal justice process from prosecution through appeal. The organization and operation of felony and misdemeanor courts are examined. Topics include prosecutorial decision-making, plea bargaining, judicial selection, the conduct of trials, sentencing, and appeal.

CJHS-J 308 Investigating High Tech Crime (3 cr.) An introduction to the role that analyzing computers and

other electronic evidence has on a criminal investigation. Students will learn investigative techniques and the legal requirements that apply to all law enforcement as they relate to the collection of digital and electronic medias.

CJHS-J 309 Critical Issues in Private Security (3 cr.)

An introduction to fundamental issues in private security, including an examination of potential issues or errors in how practitioners identify, prevent, mitigate, and respond to safety and privacy concerns. Some topics to be explored may include criminal issues, civil liability, training, drug/alcohol abuse, and ethical issues.

CJHS-J 310 Introduction to Administrative Processes (3 cr.)

P: CJHS-J 101 Introduction to principles of management and systems theory for the administration of criminal justice agencies.

CJHS-J 320 Criminal Investigation (3 cr.)

P: CJHS-J 101 Theory of investigation; crime scene procedures; interviews, interrogations, surveillance and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

CJHS-J 321 American Policing (3 cr.)

P: CJHS-J 101 A broadly based study of the operations and interrelationships of the American police system, including discussion of the limitations of the police function, inter-jurisdictional matters, and intra-agency processes.

CJHS-J 322 Introduction to Criminalistics (3 cr.)

P: CJHS-J 101 R: CJHS-J 301. The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

CJHS-J 331 Corrections (3 cr.)

P: CJHS-J 101 or consent of instructor. This course examines the historical development of the American Correctional system; the study of administration of local, state, and federal corrections programs including jails, probation, community corrections, and prisons. Includes the study of punishment rationales, current correctional policies, and possibilities for reform.

CJHS-J 355 Global Criminal Justice Perspectives (3 cr.)

P: CJHS-J 101 This course will survey various criminal justice systems from a variety of cultures and regions of the world. Particular attention will be given to the contrast of eastern and western systems, as well as systems that do not fit neatly into established categories.

CJHS-J 370 Seminar in Criminal Justice (3 cr.)

P: CJHS-J 101 Selected contemporary topics in criminal justice. May be repeated for credit.

CJHS-J 380 Internship in Criminal Justice (1-6 cr.)

P: CJHS-J 101, permission of instructor, and junior or senior status. May be repeated for credit. Course grade is S/F (Satisfactory/Fail). Students are placed with a criminal justice agency for assigned tasks. Students also complete an academic component.

CJHS-J 387 Foundations of Homeland Security (3 cr.)

P: CJHS-J 101 An examination of the theory and research driving homeland security and emergency management measures and an analytical look at the practices and principles of homeland security from an empirical perspective.

CJHS-J 388 Public Administration and Emergency Management (3 cr.) P: CJHS-J 101. An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of the government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

CJHS-J 401 Firearms in America (3 cr.) A seminar on the legal, historic, and contemporary issues dealing with firearms in the United States of America. Particular attention will be paid to the unique issues that the United States faces (both constitutional and criminal) in regard to firearms violence and possible solutions to reduce crime.

CJHS-J 405 Foundations of Security Management (3 cr.) An examination of issues related to the management of private security. Topics include the organization and administration of the security function, risk analyses and hazard management, collaboration and leadership, theories of management and security, and security policy and practice from a management perspective.

CJHS-J 431 Security and Emergency Management Disney Style (3 cr.) This course will examine emergency management and private security with a focus on the Disney perspective. This course will also include training in the Disney leadership style, Disney culture, and the Disney creative process and explore how this can be applied to the fields of emergency management and private security.

CJHS-J 439 Crime and Public Policy (3 cr.) P: CJHS-J 101 This course is an introduction to the major efforts designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.

CJHS-J 440 Corrections in the Community (3 cr.) P: CJHS-J 101 An introduction to correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion, community residential programs, restitution, halfway houses, and home detention.

CJHS-J 460 Police in the Community (3 cr.) P: CJHS-J 101 In-depth examination of crime as an urban policy problem; focusing on the role of police and victims in defining crime as a policy problem, and their role in seeking to reduce the incidence of crime.

CJHS-J 470 Seminar in Criminal Justice (3 cr.) P: CJHS-J 101 and senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

CJHS-J 480 Research in Criminal Justice (1-6 cr.) P: CJHS-J 202 Individual research under guidance of faculty member.

CJHS-J 490 Capstone in Criminal Justice (3 cr.) P: CJHS-J 101 and Jr/Sr Status. Designed to help students synthesize prior coursework and to promote an active and practical engagement with a range of criminal

justice issues. Equivalent course: CJUS-P409 (Capstone course in CJUS)

CJHS-J 519 Probation and Parole (3 cr.) This course examines the historical and contemporary use of corrections in the community with a special focus on the empirical evidence of the effectiveness of community-based practices. The issues facing community corrections will be explored and critically discussed.

CJHS-J 594 Introduction to Research Methods (3 cr.) Research methodology in criminal justice. Research design, scientific methods, quantitative/qualitative applications, ethical questions, and the role of the criminal justice researcher.

CJUS-P 501 Proseminar: Criminal Justice I (3 cr.) Online Collaborative Course. A pro-seminar to provide an intensive introduction to the basic areas of Criminal Justice.

CJUS-P 502 Proseminar: Criminal Justice II (3 cr.) Online Collaborative Course. Theories of crime and delinquency.

CJUS-P 512 Corrections (3 cr.) Online Collaborative Course. Reviews historical and philosophical bases of correctional system and examines components of system (community corrections, jails and prisons). Focuses on the structure and functions of the corrections system with particular attention to the role of broader social forces on the development and operation of the system.

CJUS-P 515 Police in Society (3 cr.) Online Collaborative Course. Covers the bases and impacts of recent changes in U.S. policing, particularly with respect to community-oriented policing. Changes are analyzed in terms of the organizational and political contexts in which they occur as well as from historical and cross-cultural perspectives.

CJUS-P 594 Introduction to Research Methods (3 cr.) Online Collaborative Course. Research methodology in criminal justice. Research design, scientific methods, quantitative/qualitative applications, ethical questions, and the role of the criminal justice researcher.

CJUS-P 595 Data Analysis in Criminal Justice (3 cr.) Online Collaborative Course. Data analysis applied to criminal justice data, including measurement, tables, graphs, probability, nonparametric statistics, matrix algebra, correlation and regression and tests of significance.

CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) This course introduces students to the process by which technical medical terms are formed.

CMCL-C 545 Communication Pedagogy (3 cr.) Online Collaborative Course. Focuses on critical, theoretical, philosophical and strategic approaches to problems of pedagogy in communication and culture.

CMCL-C 592 Advanced Health Communication (3 cr.) Online Collaborative Course. A course designed to teach communication skills and practices related to health care, by examining health care communication theory. Topics covered range across communication levels (interpersonal, intrapersonal, group, organizational, mass media & mediated communication) within a variety of health care contexts.

CMCL-C 594 Communication and Conflict Management in Organizations (3 cr.) Online Collaborative Course.

This seminar-format course examines the communication exchanges that facilitate conflict management within organizational contexts. Specific attention is focused on negotiation and mediation; however the communication of alternative means of conflict and dispute resolution are also discussed. In addition, students are introduced to methods for assessing conflict interaction in organizations.

CMCL-C 606 Media Criticism (3 cr.) Online Collaborative Course.

Study of the main schools and methods of media criticism.

CMCL-C 610 Identity and Difference (3 cr.) Online Collaborative Course.

Political, social, and cultural dimensions of identity and difference. Interrogates the production of marginal and dominant identities (e.g. racial, sexual, colonial) and the emergence of new forms of identification.

CMLT-C 190 Introduction to Film (3 cr.) History of film and growth of cinematic techniques from Melies and the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

CMLT-C 297 Film Genres (3 cr.) This course investigates the nature, particularly the political nature, of genre films. Topics covered may include genre cycles, and gender and genre. Genres covered may include melodrama, comedy, action, science fiction, the western, and the thriller as well as others.

CMLT-C 297 Film Genres (3 cr.) This course investigates the nature, particularly the political nature, of genre films. Topics covered may include genre cycles, and gender and genre. Genres covered may include melodrama, comedy, action, science fiction, the western, and the thriller, as well as others.

CMLT-C 390 Film and Society (3 cr.) P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

CMLT-C 392 Genre Study in Film (3 cr.) P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus is on one specific genre each time the course is offered. May be repeated once with different topic. Versions of this course offered: "Summer Blockbusters," and "Film Noir."

COMM-C 394 Communication and Conflict (3 cr.) Analyzes conflict as a form of interaction. Examines approaches/perspectives to the study of conflict, the nature of power, face saving and contentious behaviors. Specific contexts include relational, marital, group and organizational. Special attention to bargaining and mediation.

COMM-C 429 Public Relations Campaigns (3 cr.) Public Relations cases and campaigns are examined from a theoretical perspective as well as the process of

implementation. Research and evaluation concepts are central to the course.

COMM-C 510 Health Provider-Consumer Communication (3 cr.) Online Collaborative Course.

This course is designed to teach communication skills and practices related to health care talk, by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between health care providers and patients.

COMM-C 528 Group Communication and Organizations (3 cr.) Online Collaborative Course.

This seminar-format course examines the ways in which informal groups and communication networks facilitate a variety of organizational processes (i.e. socialization, diffusion of innovation). Emphasis is placed on developing theoretical understanding of informal groups in organizations as well as on methodological issues involved in studying communication networks in organizations.

COMM-C 544 Advanced Relational Communication (3 cr.) Online Collaborative Course. An introductory course in interpersonal communication. Applications of communication theory/research in such areas as relational culture and relationship development. Includes a scholarly project on a real relationship, and applications of research to areas such as pedagogy and couple/family therapy.

COMM-C 582 Advanced Intercultural Communication (3 cr.) Online Collaborative Course. Exploration of issues related to the intercultural communication process. Consideration of the role of social, cultural, and historical contexts in intercultural interactions. Examination of the relationship between culture and communication from the socio-psychological, interpretive, and critical perspectives.

COMM-C 593 Family Communication (3 cr.) Online Collaborative Course. Applications of theory and research on the role of communication in creating and maintaining marriages/committed couples and families.

CSCI-A 204 Introduction to Programming (4 cr.) P: MATH-M 101 or High School equivalent. Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style.

CSCI-A 205 Computer Programming (4 cr.) P: CSCI-A 204.

Computer programming, algorithms, program structure, arrays, stacks-procedures, functions, modularization parameter-passing-mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions of problems in diverse fields.

CSCI-A 213 Database Applications (3 cr.) Online Collaborative Course. This course introduces the student to database techniques. The student will develop tables, custom forms, reports, and queries. Advanced topics include developing ASP pages for the WWW, developing and understanding relationship database design, macros, securing a database, integrating Access with the web and other programs.

CSCI-B 100 Problem Solving Using Computers (4 cr.)

This course introduces problem solving techniques, critical thinking skills, algorithm development, and computer programming, using real world problems. Topics include: computer literacy, hardware, data representation, structured and object oriented programming techniques, modularity and reusability, and testing and debugging techniques.

CSCI-B 401 Fundamentals of Computing Theory (3 cr.)

P: CSCI-C 201 and CSCI-C 250 Fundamentals of formal language theory, computation models and computability, the limits of computability and feasibility, and program verification.

CSCI-B 438 Fundamentals of computer networks

(3 cr.) P: CSCI-C 201, CSCI-C 335 History, theory, and design of data communication between devices. Topics include history of computer networks, network architecture and topology, local- and wide-area networks, ISO network layers, current and future IEEE standards for networks, and network operating systems.

CSCI-C 100 Computing Tools (1 cr.)

An introduction to computing applications useful in college work. Microcomputer systems, word processing, spreadsheets, graphics, e-mail and Web browsers are used.

CSCI-C 101 Computer Programming 1 (3-4 cr.)

P: MATH-M 125. Fundamental concepts of computer programming, algorithm development, and data structuring.

CSCI-C 102 Great Ideas in Computing (3 cr.)

Survey of great ideas in computing and the role of computing in the modern world. Explores how people use computing tools to realize their ideas. Emphasis on the impact of modern technology and the use of hardware and software to create solutions to everyday problems. Lecture and laboratory.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.)

Introduction to computers and data processing. Includes the historical and current status of data processing and digital computers, a survey of computer applications, foundations of computer programming, survey of programming languages, and the fundamentals of a programming language such as Visual Basic.

CSCI-C 201 Computer Programming 2 (4 cr.)

P: CSCI-C 101 Introduction to computer science, introduction to algorithm design, programming, and analysis. Using Java and/or other programming languages, this course covers procedural and data abstractions, and use of several programming paradigms including functional, imperative, and object-oriented.

CSCI-C 297 Sophomore Topics in Computer Programming (2-4 cr.)

Selected topics in computer science appropriate to the student in or nearing the end of the sophomore year. Course may cover a topic selected from but not limited to the following list: programming languages, computer graphics, artificial intelligence, ethics in data processing, and database system.

CSCI-C 308 System Analysis and Design (1-4 cr.)

P: CSCI-C 201 and INFO-I 201 or CSCI-C 250 The software development life cycle; data flow diagrams, entity relationship modeling, structured design, validation, user

interfaces; implementation and testing. A team project will be completed.

CSCI-C 310 Data Structures - Python (3 cr.) P: CSCI-A 205. The focus of this course is on solving computational problems that involve manipulating collections of data.

We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

CSCI-C 311 Programming Languages (3-4 cr.)

P: CSCI-C 201. Systematic approach to programming languages. Relationships among languages, properties, and features of languages; and the computer environment necessary to use languages.

CSCI-C 335 Computer Structures (3-4 cr.)

P: CSCI-C 201. Structure and internal operation of computers. The architecture and assembly language programming of a specific computer are stressed, in addition to general principles of hardware organization and low-level software systems.

CSCI-C 343 Data Structures (3-4 cr.)

P: CSCI-C 201 or INFO-I 211, CSCI-C 250 or INFO-I 201 Systematic study of data structures encountered in computing problems, structure and use of storage media, methods of representing structured data, and techniques for operating on data structures.

CSCI-C 400 Client-Server Programming for the Web

(3-4 cr.) P: CSCI-C 101 or INFO-I 210 This course teaches students how to develop interactive and dynamic client-server applications for the World Wide Web. Using a client-side web programming language such as JavaScript and a server-side language such as PHP, students will learn the fundamentals of front-end and back-end web programming.

CSCI-C 405 Independent Research in Computer Science (1-4 cr.)

P: CSCI-C 201 or INFO-I 211, CSCI-C 343 Independent research in computer science under faculty supervision.

CSCI-C 406 Topics in Computer Science (1-4 cr.)

P: CSCI-C 201 or equivalent, CSCI-C 343 Study of selected topics in computer science. Topics vary from semester to semester.

CSCI-C 436 Operating Systems (3-4 cr.)

P: CSCI-C 201 or INFO-I 211 Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, and mechanisms for event coordination such as interruption, exclusion and synchronization. Extensive laboratory exercises.

CSCI-C 442 Database Systems (3 cr.)

P: CSCI-C 310. Study of fundamental concepts, theory and practices in design and implementation of database management systems. Topics include data independence, data modeling, ER modeling, functional dependencies, normalization, relational, hierarchical, network and object oriented data models, relational algebra, relational calculus, data definition and manipulation languages, recovery, concurrency, security, and integrity of data.

CSCI-C 455 Analysis of Algorithms 1 (3-4 cr.)

P: CSCI-C 201, CSCI-C 250, MATH-M 215 Algorithm design

methodology. General methods for analysis of algorithms. Analysis of the performance of specific algorithms, such as those for searching and sorting.

CSCI-C 490 Seminar in Computer Science (3 cr.)

P: Senior status or permission of the instructor. Special topics in computer science and/or a capstone course.

CSCI-N 211 Introduction to Database (3 cr.) Online Collaborative Course. Summary of basic computing topics. Introduction to database design concepts, creation of user forms, development of databases, querying techniques, and building reports. Focus on relational database systems from development and administration point of view. Lecture and laboratory.

CSCI-N 317 Computation for Scientific Applications (3 cr.) Online Collaborative Course. P: CSCI-N207 or equivalent skills/experience. A survey and illustration of popular computational software used in multiple scientific domains to support data processing and scientific research. This class focuses on teaching how to use software to efficiently process data in terms of modeling, simulating, visualizing and data-mining. Fundamental concepts related to scientific computing are introduced briefly. Lecture and lab.

EALC-E 100 East Asia: An Introduction (3 cr.) Basic introduction to China, Japan, and Korea. Intended to help students understand the unique character of each of these three cultures within the general framework of East Asian civilization, comprehend the historical importance of the three countries, and appreciate the crucial role they play in the world today.

ECON-E 200 Fundamentals of Economics (3 cr.) Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions; current economic policy alternatives as they affect both the individual and the society. No credit toward a B.S. in Business; no credit for both ECON-E 200 and ECON-E 201.

ECON-E 201 Introduction of Microeconomics (3 cr.) P: MATH-M 105. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: MATH-M 105. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) P: MATH-M 118. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270, PSY-K 300 and MATH-K 310.

ECON-E 300 Survey of Economics (3 cr.) Provides the macroeconomic and microeconomic understanding that managers will use throughout their careers. Microeconomic

topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macro economy. This course does NOT count towards an undergraduate degree in business.

ECON-E 307 Current Economic Issues: Game Theory (3 cr.) P: ECON-E 201. Current economic issues, problems, and research methods. Designed to in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

ECON-H 203 Introduction to Microeconomics Honors (3 cr.) For students in the Honors Program.

EDUC-A 500 Introduction to Educational Leadership (3 cr.) Online Collaborative Course. This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administration.

EDUC-A 510 School Community Relations (3 cr.) Online Collaborative Course. This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs, using community resources in instruction, and planning school-community relations programs.

EDUC-A 515 Educational Leadership: Teacher Development and Evaluation (3 cr.) Online Collaborative Course.

EDUC-A 608 Legal Perspectives on Education (3 cr.) Online Collaborative Course. This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 624 Educational Leadership: Principalship K-12 (3 cr.) Online Collaborative Course.

EDUC-A 629 Data-Informed Decision Making for School Leaders (3 cr.) Online Collaborative Course.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) Online Collaborative Course. This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course investigates the concepts and practices of effective budget management.

EDUC-A 695 Practicum in Educational Leadership (3 cr.) Online Collaborative Course.

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special

attention given to concept learning, inquiry, decision making and value analysis.

EDUC-E 328 Science in the Elementary Schools (3 cr.)

Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools.

EDUC-E 335 Introduction to Early Childhood Education (3 cr.)

This course has a dual focus. First, is an overview of the field including an historic perspective, program models, goals of early childhood education and professional organizations. The second focus emphasizes learning observation skills, understanding the characteristics of young children, teacher-child interaction and classroom management skills.

EDUC-E 336 Play as Development (3 cr.) Includes theories and development of play and how it can be guided. Shows how children use play to develop individually, understand the physical, social and cognitive environment, and develop physical and motor skill and creative ability. Includes a section on the selection and construction of play materials.

EDUC-E 337 Classroom Learning Environments (3 cr.) This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences and on planning, utilizing, and evaluating learning environments. Selection of materials and activities and the acquisition of skills for using these to stimulate children's development are major focuses.

EDUC-E 338 The Early Childhood Educator (3 cr.) Includes the role of the teacher as a professional educator including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.) Describes the methods, materials, and techniques employed in the elementary language arts program.

EDUC-E 340 Methods of Teaching Reading I (3 cr.) This course describes and appraises the methods, materials and techniques employed in diagnosing learning problems in elementary language arts and reading program.

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.) Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.) Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.

EDUC-E 349 Teaching and Learning for all Young Children 1: Focus on Birth to Age 3 (3 cr.) Students will connect theory with typically and atypically pedagogical skills in real-life settings with typically and atypically

developing young children, birth to age three. They will learn how to become keen observers of children and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.

EDUC-E 352 Teaching and Learning in Preschool/ Kindergarten (3 cr.) This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, sciences, literacy, and art will be emphasized. Field experience required.

EDUC-E 524 Workshop in Early Childhood Education (arr. cr.) Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

EDUC-E 534 Inquiry in Math and Science (2-3 cr.) Students must be admitted to the Elementary Transition to Teaching Program. This course will focus on developing teaching competencies in science and math instructional methodologies. Science methods will foster students' scientific literacy and develop the evidence-based science instruction approaches. Math methods will emphasize teaching math through problem-solving strategies.

EDUC-E 535 Elementary School Curriculum (3 cr.) Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.) Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) For experienced teachers. Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.) Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

EDUC-E 553 The Teacher and Elementary School Organization (3 cr.) The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.) A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

EDUC-F 401 Topical Exploration in Education (0-3 cr.) This course will explore various topics of relevance to education, both in the United States and abroad.

EDUC-G 504 Counseling Theory and Techniques II: Behavior and Family Systems (3 cr.) Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of processes, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 504 Counseling Theory and Techniques II (3 cr.) Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

EDUC-H 340 Education and the American Culture (3 cr.) The present educational system - its social impact and future implications - viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

EDUC-H 520 Education and Social Issues (3 cr.) P: Graduate Standing. Identification and analysis of major

problems set for education by the pluralistic culture of American society.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction; and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 500 Instruction in Context of Curriculum (3 cr.) Online Collaborative Course. First course for the Master's degree in Curriculum & Instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 501 Strategies for Teaching, Learning, and Curriculum (3 cr.) This course is required for the collaborative MS in Teaching, Learning, and Curriculum. Participants learn about research-based principles of learning and use them to design, deliver, and adapt instruction and curriculum for individuals with diverse learning needs. Will focus on the interplay between teaching, learning and curriculum for applications across dynamic community contexts.

EDUC-J 630 Curriculum Theory and Practice (3 cr.) Explores fundamental dimensions of curriculum theory, such as: the social construction of knowledge, curriculum as cultural mindset, political reality, and scholarly discourse. Examines varied ideological orientations to curriculum studies. Introduces basic concepts of curriculum design and provides opportunities for curriculum development.

EDUC-K 205 Introduction to Exceptional Children (3 cr.) An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

EDUC-K 305 Teaching Students with Special Needs in the Elementary Classroom (3 cr.) Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom (3 cr.) This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

EDUC-K 308 Teaching Infants/Toddlers and Young Children with Special Needs (3 cr.) P: Admission to the Teacher Education Program. Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and

interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.) A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.) A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

EDUC-K 352 Learning Disability Methods (3 cr.) Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 361 Assistive Technology (2 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 362 Team Approaches to Educating Students with Disabilities (3 cr.) Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

EDUC-K 370 Language and Learning Disorder (3 cr.) Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.) Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

EDUC-K 490 Topical Seminar: Assessment 1 (3 cr.) Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

EDUC-K 495 Special Education Field Experience (1 cr.) Part A - Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.

EDUC-K 495 Special Education Field Experience (2 cr.) Part B - P: EDUC-K 495A. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

EDUC-K 510 Assistive Technology in Special Education (3 cr.) Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.) Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in such academic areas as reading and mathematics.

EDUC-K 548 Families, School and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 553 Classroom Management (3 cr.) Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 563 Diagnosis and Remediation of Learning Disabilities (3 cr.) This course is designed to promote understanding of what constitutes a learning disability, how classroom teachers can accommodate, adapt and modify assignments to meet the needs of students with special needs, and what the presence of a learning disability means for identified students, their families, and their teachers. Causes of learning disabilities, the development of students with learning disabilities, assessment of learning disabilities, and planning appropriate instruction and behavior interventions for students with learning disabilities will be addressed.

EDUC-K 565 Collaboration & Service Delivery (3 cr.) Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

EDUC-L 436 Methods and Materials for Teaching English as a Second Language (3 cr.) Emphasizes practices, strategies, and materials needed by teachers in English as a second language setting. Whole language approaches, including developing comprehension, speaking, writing and reading will be utilized via hands on experiences with a variety of materials.

EDUC-L 442 Teaching English Language Learners: Bilingual and English as a New Language Instruction (3 cr.) This course introduces undergraduate students to the theory-based instructional methods and activities that are used in bilingual and English as a new language education program. In addition, they are introduced to second language development, theoretical applications,

and the sociocultural issues involved in teaching language minority students.

EDUC-M 299 Admission to Teacher Education Program (0 cr.)

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)

These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

EDUC-M 311 General Methods for Kindergarten/Elementary Teachers (1 cr.) Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the elementary schools.

EDUC-M 313 General Methods for Secondary Education (1 cr.) P: Sophomore or Junior standing. Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and organization of the secondary schools.

EDUC-M 324 Teaching About the Arts (1-3 cr.) Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

EDUC-M 423 Student Teaching: Early Childhood (6 cr.) Full time supervised student teaching for a minimum of ten weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university provided supervision.

EDUC-M 425 Student Teaching in the Elementary Schools (6-12 cr.) Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 14 weeks.

EDUC-M 430 Foundations of Art Education and Methods II (3 cr.) Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.

EDUC-M 440 Teaching Problems and Issues (3 cr.) Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) Designed

for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.) Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.) Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.

EDUC-M 464 Methods of Teaching Reading (3 cr.) Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.

EDUC-M 480 Student Teaching: Secondary (1-14 cr.) Grade: S or F. Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school.

EDUC-M 550 Practicum: (variable title) (1-8 cr.) Grade: S or F. Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting.

EDUC-M 339 General Music Methods K-12 (3 cr.) A detailed study of curriculum, practices, and procedures that attend the teaching of general music K-12. Includes methods and materials for teaching music theory, history, and literature in high school.

EDUC-N 102 Teaching and Learning Elementary Math (3 cr.) This course will help pre-service teachers develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the State of Indiana Academic Standards.

EDUC-P 214 Life Span Development (1-3 cr.) This course introduces students to psychological development across the lifespan. Students will learn trends in normal psychological development from infancy through adulthood. Case studies and classroom examples will be used to provide context to apply theories of psychological development. Students will begin to understand the application of developmental psychology to teaching.

EDUC-P 251 Educational Psychology for Elementary Teachers (2 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (2 cr.) P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.

EDUC-P 290 Professional Practices: Education (2 cr.) Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.

EDUC-P 320 Classroom Assessment (1-3 cr.) The purpose of this course is to build a foundation for understanding the nature, purpose, and philosophies that drive assessment in schools. The predominant goal of Classroom Assessment is to ensure careful, introspective, analytical thought concerning best practices in this area of education.

EDUC-P 503 Introduction to Research (3 cr.) Methods and procedures in educational research.

EDUC-P 507 Assessment in Schools (3 cr.) P: Graduate Standing. Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 570 Behavior Problems in the Public Schools (3 cr.) For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

EDUC-P 604 Roles and Functions of the School Psychologist (3 cr.) P: Admission to a school psychology graduate program. [Plans SCHPSYMS, SCHPYEDS, SCPSYPHD, SCHPYEDSP] This course is intended as an overview of the major roles and functions of the practice of the profession of school psychology.

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and

field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-S 503 Secondary School Education (3 cr.) Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum, as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

EDUC-S 504 Introduction to Stem Teaching (3 cr.) An introduction to the foundational principles necessary to create a student-centered, inquiry-based learning environment. Students will identify and evaluate their preconceptions about classroom teaching and reflect on the following: Why do we teach STEM? What does quality STEM instruction look like? What are the implicit and explicit messages conveyed by the teacher?

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.) The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

EDUC-W 200 Computers in Education: An Introduction (3 cr.) Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

EDUC-W 505 Multimedia in the Classroom (3 cr.) Intended to equip teachers and administrators with confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

EDUC-W 590 Individual Research in Computer Education (1-6 cr.) P: EDUC-Y 510 (Action Research 1) Individual study or research for students exploring issues in educational technology. To be arranged with a technology faculty member in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily W590 will not be used for the study of material taught in a regularly scheduled course.

EDUC-X 460 Books for Reading Instruction (3 cr.) Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

EDUC-X 501 Critical Reading in Content Areas (3 cr.) P: Graduate Standing Analyzes and applies to reading various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading.

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: Graduate standing. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

EDUC-X 530 Topical Workshop in Reading (3 cr.) Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to proposed research projects.

EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.) P: Graduate standing. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in EDUC-Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

ENG-E 205 Introduction to the English Language (3 cr.) Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular.

ENG-E 301 Literatures in English to 1600 (3 cr.) P: ENG-W 131. The historical study of literature in English for the period 450 to 1600.

ENG-E 302 Literatures in English 1600-1800 (3 cr.) Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments.

ENG-E 303 Literatures in English 1800-1900 (3 cr.) Representative study of nineteenth-century British and American literature in the context of transatlantic cultural developments.

ENG-E 304 Literatures in English 1900-Present (3 cr.) P: ENG-W 131. Representative study of twentieth-century literatures in English. In addition to Britain and North America, cultural locations may include the Indian subcontinent, Australasia, Anglophone Africa, the Caribbean, etc. Focus on themes associated with modernity and cross-cultural contacts such as multiculturalism, gender, and identity.

ENG-G 301 History of the English Language (3 cr.) P: ENG-W 131. Historical and structural analysis of English language in stages of its development. Political and social events affecting development of language: interrelationship of language and literature, evolution of modern English phonology, syntax, orthography, and lexicon.

ENG-L 100 Freshman Literature 1 (3 cr.) Various works of fiction and poetry pertaining to a selected theme or cultural issue. Introduces students to contemporary literature and its place in American culture. Topics will vary from semester to semester.

ENG-L 101 Ancient and Medieval World Literature (3 cr.) Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading and to introduce students to the aesthetic values of the classical literary heritage of Western literature.

ENG-L 102 Modern World Literature (3 cr.) Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101.

ENG-L 140 Introduction to English Studies (1-3 cr.) A comprehensive orientation to the field of English Studies. In addition to providing academic advising, the course offers an overview of our curriculum, which includes our two concentrations in Writing and Literature, career opportunities related to the degree, and the kinds of reading, writing, and oral skills that are needed for success as a major and in a variety of professions.

ENG-L 202 Literary Interpretation (3 cr.) Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

ENG-L 203 Introduction to Drama (3 cr.) Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

ENG-L 204 Introduction to Fiction (3 cr.) Representative works of fiction; structural techniques in the novel. Novels and stories from several ages and countries. A recent offering of this course was: "Monsters and the Monstrous."

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to the critical study of women writers and their treatment in British and American literature.

ENG-L 209 Topics in American Literature and Culture (3 cr.) Selected works of American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester. Previous versions of this variable topics class includes: "American Southern Literature," "Modern American Drama," "American Horror Story," and "The Great American Novel."

ENG-L 220 Introduction to Shakespeare (3 cr.) Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with ENG-L 313 or ENG-L 314.

ENG-L 225 Introduction to World Masterpieces (3 cr.) Representative masterpieces in all genres from world literature of any period.

ENG-L 230 Science Fiction (3 cr.) Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

ENG-L 249 Representations of Gender and Sexuality (3 cr.) P: ENG-W 131. A study of literary and cultural presentations of gender and sexuality that traces their historical evolution, illuminates issues and problems, or studies the conventions of their depictions.

ENG-L 295 American Film Culture (3 cr.) Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture. Recent versions of this variable topics course include: "The Art of Adaptation," and "The Great Directors."

ENG-L 315 Major Plays of Shakespeare (3 cr.) P: ENG-W 131. A close reading of a representative selection of Shakespeare's major plays.

ENG-L 331 Studies in 19th Century British Literature (3 cr.) P: ENG-W 131. Intensive study of one writer, a group of writers, or a theme or form significant in the period.

ENG-L 332 Romantic Literature (3 cr.) P: ENG-W 131. British literature and culture in the age of Romanticism and the revolutionary era (ca. 1780-1830). Poetry, fiction, drama, and non-fiction writings from major and minor authors, such as Austen, Blake, Byron, Coleridge, Scott, the Shelleys, Keats, Wollstonecraft, and the Wordsworths.

ENG-L 335 Victorian Literature (3 cr.) P: ENG-W 131. A survey of English poetry and prose from approximately 1832 to 1900. Attention to figures like Tennyson, Browning, and Carlyle.

ENG-L 346 Twentieth-Century British Fiction (3 cr.) P: ENG-W 131. 20th-century novel and its techniques and experiments, chiefly Lawrence, Joyce, Woolf, and recent novelists.

ENG-L 347 British Fiction to 1800 (3 cr.) P: ENG-W 131. Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

ENG-L 348 Nineteenth-Century British Fiction (3 cr.) P: ENG-W 131. Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

ENG-L 350 Early American Writing and Culture to 1800 (3 cr.) P: ENG-W 131. Examination of a range of literary and cultural communications from the period of exploration and colonization of the Americas through the Revolutionary era. Special attention paid to the interactions between rhetoric and history, and to religious, scientific, political, racial, and literary discourses.

ENG-L 351 American Literature 1800-1865 (3 cr.) P: ENG-W 131. Study of a range of texts from the formative period of the republic to the end of the Civil War. Special attention paid to the shifting definitions and constructions of U.S. American national and cultural identity, as affected by issues of race, environment, transatlantic exchanges, scientific discourse, and the emergence of women writers.

ENG-L 352 Critical and Historical Study of American Literature II (3 cr.) American writers 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

ENG-L 354 American Literature Since 1914 (3 cr.) P: ENG-W 131. Study of modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

ENG-L 355 American Fiction to 1900 (3 cr.) P: ENG-W 131. Survey of a range of literary fiction in nineteenth-century America, examining a variety of forms including the novel, sketch, short story, as well as modes (Gothic, romance, sentimental, adventure). Attention will be paid to the historical, cultural, and political contexts in which canonical and lesser-known authors wrote.

ENG-L 357 Twentieth-Century American Poetry (3 cr.) P: ENG-W 131. Examination of the general trends and important contributions found in the work of major and minor American poets.

ENG-L 358 American Literature from 1914 to 1960 (3 cr.) P: ENG-W 131. Survey of literary expressions centered mainly in the first half of the twentieth century. Attention may be given to such literary movements as modernism and the Beats, as well as literature written by women and various ethnic populations.

ENG-L 366 Modern Drama: English, Irish, American, and Post-Colonial (3 cr.) P: ENG-W 131. Shaw, Synge, O'Neill, and other significant dramatists, such as Harold Pinter, Edward Albee, August Wilson, Athol Fugard, and Wole Soyinka.

ENG-L 369 Studies in British and American Authors (3 cr.) P: ENG-W 131. Studies in single authors (such as Wordsworth and Melville), groups of authors (such as minority writers), and periods (such as American writers of the 1920s). Topics will vary from semester to semester.

ENG-L 371 Critical Practices (3 cr.) P: ENG-L 202. Study of and practice in critical methodologies; can be focused on specific topics; may be repeated once for credit by departmental permission.

ENG-L 373 Interdisciplinary Approaches to English & American Literatures (3 cr.) P: ENG-W 131 Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 378 Studies in Women and Literature (3 cr.) P: ENG-W 131. British and American authors such as George Eliot, Gertrude Stein; groups of authors such as the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.) A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American-Indian literature.

ENG-L 381 Recent Writing (3 cr.) P: ENG-W 131. Selected writers of contemporary significance. May include groups and movements (such as Black writers, poets of projective verse, new regionalists, Para journalists and other experiments in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets and critics; or any combination of groups.

ENG-L 384 Studies in American Culture (3 cr.) P: ENG-W 131. Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Depression), with attention to the relations between literature, the other arts, and the intellectual milieu.

ENG-L 388 Studies in Irish Literature and Culture (3 cr.) P: ENG-W 131. This course is an intensive classroom and on-site study of Irish culture and the literature it has produced.

ENG-L 390 Children's Literature (3 cr.) P: ENG-W 131. Survey of a wide range (folk tales, fantasy, realistic fiction, poetry and picture books) of literature for children from the early years to junior high school. Readings from the classics of previous centuries and from the best modern works will be treated from the literary-critical perspective, from which pedagogical conclusions follow. Intended for English majors, for the general students, for teachers past and future, and for parents and librarians.

ENG-L 391 Literature for Young Adults (3 cr.) P: ENG-W 131. Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to teenage readers.

ENG-L 395 British and American Film Stds (3 cr.) P: ENG-W 131. Intensive study of specific topics related to film narratives; emphasis on American and/or British film as a cultural phenomenon. Topic varies.

ENG-L 406 Topics in African-American Literature (3 cr.) P: ENG-W 131. Focuses on a particular genre, time, and period. Topics may include 20th-century African-American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

ENG-L 431 Topics in Literary Study (3 cr.) P: ENG-W 131. Study of characteristics and development of

literary forms or modes (e.g. studies in narrative, studies in romanticism). Topics vary from year to year.

ENG-L 433 Conversations with Shakespeare (3 cr.) P: ENG-W 131. An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

ENG-L 450 Seminar: British and American Authors (3 cr.) P: ENG-W 131. Intensive study of a major author or a school, or closely-related authors.

ENG-L 495 Individual Reading in English (1-3 cr.) P: Consent of instructor and department chair. May be repeated once for credit.

ENG-L 498 Internship in English (0-3 cr.) P. Major standing, minimum GPA of 3.0, 12 credit hours in English at 200 level or above (including ENG-L 202), prior arrangement with faculty member or editor. Supervised experience in various English department positions, in editing, or in approved work setting. May be repeated once for a maximum of 6 credit hours; only 3 credit hours may count toward the major.

ENG-L 503 Teaching of Literature in College (2-4 cr.) Classroom teaching of literature in the light of current approaches.

ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.) Online Collaborative Course. The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

ENG-L 553 Studies in Literature (3 cr.) Variable topics at the graduate level related to the study of literature.

ENG-L 643 Readings in Colonial and Postcolonial Literatures (4 cr.) Study of literature within the historical, cultural and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of particular nations, or postcolonial theory.

ENG-L 646 Readings in Media/Literature/Culture (4 cr.) Online Collaborative Course. Introductory study of issues in literary editing, textual culture, or digital humanities.

ENG-W 130 Principles of Composition (3 cr.) For students who need a semester of writing instruction before taking ENG-W 131. Practice in writing papers for a variety of purposes and audiences.

ENG-W 131 Reading, Writing, Inquiry 1 (3 cr.) P: ENG-W 130 with a grade of C or better, or a score of 40 on English placement test. W131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize

the analysis and synthesis of sources in making and developing claims.

ENG-W 132 Elementary Composition II (3 cr.)

ENG-W 202 English Grammar Review (1 cr.) Provides basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. No prior knowledge of grammar is assumed or required.

ENG-W 203 Creative Writing (3 cr.) Exploratory course in imaginative writing: fiction, poetry, and drama.

ENG-W 206 Introduction to Creative Writing (3 cr.)

Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry, and drama.

ENG-W 209 Tutoring Writing: Principles and Practice (3 cr.)

P: ENG-W 131, ENG-W 132, or instructor consent. An introduction to the process of peer tutoring and one-on-one instruction in writing composition.

ENG-W 210 Literacy and Public Life (3 cr.) P: ENG-W 131 This multidisciplinary survey course explores the intersections between different conceptions of literacy (i.e., cultural, political, technological) and the significant, formative narratives of American public life both past and present. Past topics include "The American Dream: A Multidisciplinary Journey from Jay Gatsby to Jay-Z."

ENG-W 215 Introduction to Rhetoric (3 cr.) Since its inception in the fifth century BCE, rhetoric has been a powerful force in public affairs, education, politics, and in the practice of civic life. Its impact on the epistemological foundations of Western societies cannot be overstated and, until around the middle of the nineteenth century, rhetoric dominated formal education in Europe and the United States. To study the history of rhetoric is to catch a glimpse of the evolution of ideas, politics, and in short-ways of being together in the world as they have developed since the time of the ancient Greeks. This course will introduce you to some of the major figures and concepts in the history of rhetoric and rhetorical thought, beginning with rhetoric's emergence in Classical Greece as a systematic pedagogy and practice of civic participation (being together) and then moving on to some more recent conversations in rhetorical theory. In addition to studying rhetoric's rich history of ideas and figures-what we might call the "content" of rhetorical history-we will also be concerned with studying the connections among and between various theories of language, politics, culture, power, social identities, and civic action. Since rhetoric was originally conceived as above all a productive art, one of the guiding concerns of our discussions this semester will be to ask, "What might rhetoric do for us in our present circumstances?"

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports,

proposals, etc. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 260 Film Criticism (3 cr.) This course surveys the major schools of film criticism and applies these theories to contemporary films. Students may write in the manner of the different critical approaches studied. Schools of film criticism considered may include formalism, auteur theory, genre studies, and feminist film theory.

ENG-W 270 Argumentative Writing (3 cr.) Online Collaborative Course. Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

ENG-W 301 Writing Fiction (3 cr.) P: ENG-W 203, ENG-W 206, or permission of instructor. Further exploration in the art of fiction writing.

ENG-W 302 Screenwriting (3 cr.) A practical course in basic techniques of writing for film and television. Covers the essentials of dramatic structure, story development, characterization and theme, scene construction, dialogue, and, briefly, the practicalities of working as a screenwriter today.

ENG-W 303 Writing Poetry (3 cr.) P: ENG-W203, ENG-W206, their equivalents, or permission of the instructor. Further exploration in the art of poetry writing.

ENG-W 311 Creative Nonfiction (3 cr.) P: completion of 100-level writing requirements. Study and practice of the essay utilizing creative writing techniques. Genres such as memoir, personal essay, nature essay, segmented essay, critical essay, and literary journalism will be studied.

ENG-W 315 Writing for the Web (3 cr.) Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers - hypertext, electronic mail, and computer conferencing - and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.

ENG-W 321 Advanced Technical Writing (3 cr.) P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics. Credit will not be given for both ENG-W 231 and ENG-W 321.

ENG-W 350 Advanced Expository Writing (3 cr.) P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own writing and into the writing of others.

ENG-W 365 Theories and Practices of Editing (3 cr.) P: ENG-W 131. Students examine the workplace roles of editors while developing their own editing skills. Topics include editorial practices, style, grammar, ethics, and resources for editing.

ENG-W 368 Research Materials and Methods (3 cr.) P: ENG-W 131. Introduction to information sources and research methods in English studies, textual studies, and digital humanities. Explores databases, concordances, bibliographies, archives, electronic text editing, text

encoding and analysis, and other online and library sources. Emphasis on locating, analyzing, and evaluating relevant and credible sources as the basis for effective research.

ENG-W 395 Individual Study of Writing (3 cr.) This class is a variable topics course focusing on creative writing in a wide variety of forms. A recent version of this course was "Writing Novels."

ENG-W 398 Internship in Writing (0-3 cr.) P: Consent of instructor. Internship in the Writing Center, designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

ENG-W 400 Issues in Teaching Writing (3 cr.) Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

ENG-W 411 Directed Writing (1-3 cr.) Individualized project assigned by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

ENG-W 509 Writing and Literary Studies (4 cr.) Online Collaborative Course. This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 221 Writing in the Disciplines (3 cr.) An intermediate writing course focused on researching and writing longer, more substantive arguments, summaries, analysis papers, and multimodal projects on topics and issues related to the student's major area of academic interest.

ENG-X 395 Global Experience in English (1-4 cr.) International experience in English, usually taken in combination with another English course. Topics vary from semester to semester.

ENG-Z 104 Language in Our World (3 cr.) This course explores the power and importance of language in our everyday lives and looks at how language unites and separates us culturally, politically, socially, and psychologically.

FINA A354 Contemporary Art: 1960 to the Present (3 cr.) A study of contemporary art from 1960 to the present.

FINA-A 101 Ancient and Medieval Art (3 cr.) A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages.

FINA-A 102 Renaissance Through Modern Art (3 cr.) A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present.

FINA-A 200 Topics in Art History (3 cr.) Various topics in the history of art will be offered depending upon

instructors and their area of expertise. May be repeated with a different topic for a maximum of 6 credit hours.

FINA-A 262 Introduction to Japanese Art and Culture (3 cr.) P: FINA-A 101, FINA-A 102. Awaiting Approval. A historical survey of Japanese art in the context of culture, society, and politics; the arts of traditional Buddhism; ink painting and other arts associated with the Zen sect; the created landscape, in painting and garden design; historical narratives and scenes of ordinary life; and decorative and useful things, e.g., ceramics, lacquer, textiles, and "golden screens."

FINA-A 280 Art of the Comics (3 cr.) Analysis of the visual and narrative language of comics from the earliest newspaper strips to the graphic novels of today.

FINA-A 333 From Van Eyck to Vermeer (3 cr.) P: FINA-A 101, FINA-A 102. Survey of major artists and themes in Netherlandish painting from the fifteenth to the seventeenth century.

FINA-A 340 Topics in Modern Art (3 cr.) Special topics in the history and study of nineteenth and twentieth-century European and American art. May be repeated with different topics for a maximum of 6 credits.

FOLK-F 101 Introduction to Folklore (3 cr.) A view of the main forms and varieties of folklore and folk expression in tales, ballads, myth, legends, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in human society.

FREN-F 111 Elementary French I (4 cr.) Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 112 Elementary French II (3 cr.) P: FREN-F 111 or equivalent. Continuation of FREN-F 111. Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

FREN-F 203 Second Year French I (3 cr.) P: FREN-F 112 or equivalent. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 204 Second Year French II (3 cr.) P: FREN-F 203 or equivalent. Continuation of FREN-F 203. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 260 French Lit & Civilization (3 cr.) Readings of representative literature from period chosen, their political, social and philosophical background, and parallel trends in the arts and music. Lectures in English. Readings in English.

GEOG-G 107 Physical Systems of the Environment (3 cr.) Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG-G 107 only as a social science.

GEOG-G 250 Computing in the Geospatial Sciences (3 cr.) P: MATH-M 118 or MATH-M 119 or MATH-M 215, or an equivalent, or consent of the instructor. A first course in scientific computing that emphasizes practical

applications in the geospatial and environmental sciences. Requires high-level programming using MATLAB for visualization, data analysis, and modeling. Teaches problem solving through analysis and interpretation of a wide range of environmental and geographic data.

GEOG-G 315 Environmental Conservation (3-5 cr.) P: 3 credit hours of Geography or Junior standing. Explores the environmental impact of global population growth, natural resources utilization, and pollution. Examines current problems relating to energy consumption, farming practices, water use, resource development and deforestation from geologic and ecological perspectives. Strategies designed to avert predicted global catastrophe will be examined to determine success potential.

GEOG-G 320 Population Geography (3 cr.) Online Collaborative Course. Study of population growth, compositional change and redistribution at regional, national and global scales. Topics include population pressure, fertility control, aging of societies, AIDS epidemiology, immigration, and population policies.

GEOG-G 388 GEOGRAPHIC INFORMATION SYSTEMS (3 cr.) Introduction to the principles and applications of computer-based geographic information systems (GIS).

GEOG-G 478 Global Change, Food, and Farming Systems (3 cr.) Online Collaborative Course. Introduction to food production and consumption systems, emphasizing linkages to land use and social change on food/farming system sustainability. Topics include urbanization population growth and economic liberalization; farming livelihoods, gender and poverty; biotechnology; agro-ecology, global health.

GEOL-G 100 General Geology (5 cr.) Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.

GEOL-G 133 Geology of the United States (5 cr.) Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments, glacial geology and modern processes.

GEOL-G 300 Environmental and Urban Geology (3 cr.) P: GEOL-G 100 or GEOG-G 133 or GEOG-G 107. Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards. Field trips.

GEOL-G 400 Energy: Sources and Needs (3 cr.) P: GEOL-G 100, GEOL-G 133, or GEOG-G 107. Scientific and political constraints on the production and utilization of energy from various sources energy balance of the United States.

GEOL-G 421 United States Geology: Field Experience 1 (5 cr.) A six week lecture/field trip course incorporating a 2-3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways,

sedimentary environments and glacial geology. Possible destinations include (but are not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Rainier, Mt. St. Helens and the Glacier National Park.

GEOL-G 440 Professional Practice in Geosciences (1-6 cr.) P: At least 9 credit hours of coursework in geology/geography or instructor permission. The course is designed to provide opportunities for students to receive credit for career-related, full-time work.

GEOL-T 312 Geology of Indiana (3 cr.) P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

GEOL-T 326 Geology of Mineral Resources (3 cr.) P: A course in geology or consent of the instructor. Formation of minerals and mineral deposits. Gem materials and metallic and non-metallic economic minerals: occurrence and uses.

GER-G 111 Elementary German I (4 cr.) Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 112 Elementary German II (4 cr.) P: GER-G 111 or equivalent. Continuation of GER-G 111. Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 203 Second Year German I (3 cr.) P: GER-G 112 or equivalent. Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 204 Second Year German II (3 cr.) P: GER-G 203 or equivalent. Continuation of GER-G 203 Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

GER-G 306 Introduction to German Literature (3 cr.) P: GER-G 204 or equivalent. Study of a single literary theme (such as music, generational conflict, love, revolution) as represented in two or more periods. Conducted in German.

GER-G 363 Introduction to German Cultural History (3 cr.) P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context.

HIM-M 101 Introduction to Health Records (3 cr.) Study of health record documentation, as they relate to various healthcare settings, organizational principles, and Information Governance initiatives. Development of systems and processes for collection, maintenance, and dissemination of health-related information. Study of the various uses of the data contained within the health record.

HIM-M 107 Computer Applications in Health Information Technology (2-3 cr.) IU Northwest The study of information technologies, electronic health record systems and health information specialty systems commonly used in healthcare and Health Information Management departments. Application of policies and

procedures to ensure accuracy and integrity of patient data.

HIM-M 108 Introduction to Health Information Management (3 cr.) Course introduces the health information management profession and healthcare delivery systems. Topics include healthcare settings, the patient record, electronic health records (EHRs), data collection standards, legal aspects of health information, coding, and reimbursement. Students gain hands-on experience with a virtual EHR and examine the impact of EHRs on healthcare.

HIM-M 195 Medical Terminology (3 cr.) IU Northwest The study of the language of medicine, including word construction definitions, spelling and abbreviations; emphasis placed on speaking, reading and writing skills.

HIM-M 301 Health Quality and Information Management (3 cr.) IU Northwest The study and application of regulatory requirements for quality and performance improvement, utilization management, risk management, and medical staff organization. The examination of other quality -based programs affecting healthcare such as pay-for-performance and RAC programs. Application of the collection, analysis and interpretation of healthcare data.

HIM-M 325 Health Information Requirements and Standards (3 cr.) This course outlines the documents and data content required legally to maintain health records using paper and electronic media. It examines federal, state, and local law; accreditation standards; regulatory requirements for maintaining patient data; and documentation in acute care, psychiatric, and other healthcare settings.

HIM-M 330 Medical Terminology (3 cr.) This course develops a student's understanding and use of medical terminology. It covers spelling, pronunciation, and abbreviations; the analysis of words based on their root, prefix, and suffix; the identification and description of the major functions and structures of body systems; and the identification of common mistakes in medical terminology. Students read, analyze, and interpret actual electronic medical records in an AHIMA virtual lab.

HIM-M 350 Pathophysiology and Pharmacology for Health Information Management I (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the development of diseases.

HIM-M 351 Pathophysiology and Pharmacology for Health Information Management II (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the drugs used in treatment.

HIM-M 410 Computer Systems in Healthcare (3 cr.) IU Northwest Understanding and applying the systems development life cycle in system implementations and updates integrating project management theory. Evaluate and implement national health information initiatives and standards. Examine the concepts of data security, integrity, validity, and data quality monitoring.

HIM-M 425 Quantitative Analysis of Health Information (2 cr.) This course will outline the procedures associated with vital statistics in healthcare (birth/death certificates). The student will learn about the statistics associated

with health care. The research portion will focus on data search and access techniques, national research policy-making, biomedical and health research investigation, and research protocol data management.

HIST-A 100 Issues in United States History (3 cr.) Online Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-A 307 United States Cultural History (3 cr.) P: advanced writing skills recommended. Course considers cultural transformations in modern United States history, including such topics as gender, race, ethnicity, social reform, and popular culture.

HIST-A 314 United States History (3 cr.) Political, demographic, economic, and intellectual transformations. 1919-1945: World War I, the Twenties, the Depression, New Deal.

HIST-A 315 United States Since World War Two (3 cr.) P: advanced writing skills recommended. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

HIST-A 333 History of Indiana I (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods; the West in the American Revolution; the transition from territory to state; political, economic, and cultural patterns; and the sectional crisis.

HIST-A 334 History of Indiana II (3 cr.) The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

HIST-A 346 The Crusades and Religious Violence in Medieval European History (3 cr.) P: advanced writing skills recommended This course will explore the history of the European crusading movement from the eleventh through the fifteenth centuries, examining the familiar expeditions to Palestine and also lesser known campaigns in Spain and northeastern Europe. This course examines how the Medieval Catholic Church battled heretics and political opponents, as well as the experiences of non-Crusaders including Jews, Muslims, and invaders from the Far East.

HIST-A 363 Hoosier Nation: Indiana in American History (3 cr.) Indiana history and life, from early human interactions to our own time. Emphasis on the relationship of distinctive regional traits and challenges to broader transformations in American and global culture.

HIST-A 375 Crime and Punishment in American History (3 cr.) P: advanced writing skills recommended. Alternate years. This course focuses on the history of crime and punishment in the 20th-century United States.

HIST-A 382 The Sixties (3 cr.) P: advanced writing skills recommended. Alternate years. This course focuses on the history of the United States during the 1960s and the political change and dissent; rights movements; United States foreign policy and the conflict in Vietnam; gender, exploitation, and legal change that occurred. It addresses

a variety of topics, including; and the increasing diversity of expression in social values and cultural practices.

HIST-B 351 Barbarian Europe, ca. 200-1100 (3 cr.)

P: advanced writing skills recommended This course will examine the collapse of Roman authority in the West, the rise of the Germanic monarchies; the growth of the Western Catholic Church, and the development of Germany, Greek (Byzantine) and Moslem empires. It will also examine the Viking invasions, the development of feudalism and manorialism.

HIST-B 352 Western Europe in the High and Later Middle Ages (3 cr.)

P: advanced writing skills recommended This course will examine the expansion of European culture and institutions during the High and Later Middle Ages (roughly 1000-1500). Topics covered include: chivalry and elite culture, the Crusades and religious violence, rise of towns and diversification of the European economy, the founding of universities and the changing nature of education, the development of architectural styles, social change and unrest, the revival of Roman Law and the development of common law, and the centralization of governments in a variety of forms.

HIST-B 353 The Renaissance (3 cr.) P: advanced writing skills recommended This course examines the Italian Renaissance as a political and cultural phase in the history of Western Civilization. It examines its roots in antiquity and the Middle Ages; its characteristic expression in literature, art, learning, social transformation, manners, and customs. Finally, it explores the expansion of the Renaissance into France, Germany, and England.

HIST-B 361 Europe in the Twentieth Century I (3 cr.)

P: advanced writing skills recommended. Economic, social, political, and military-diplomatic developments, 1900 to present. I: 1900-1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression.

HIST-B 362 Europe in the Twentieth Century II (3 cr.)

1930-present: Depression politics; crisis of democracy; German national socialism; World War II; Cold War; postwar reconstruction and recovery.

HIST-C 388 Roman History (3 cr.) P: advanced writing skills recommended This course examines the history of the Roman Empire from its earliest days as a kingdom to the glory days of the Republic and early Empire, and the eventual fall of the Roman West. Finally, we will consider the Eastern continuation of the Roman state in the form of the Byzantine Empire.

HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.)

P: advanced writing skills recommended. Alternate years. Causes and development of Russian revolutions and civil war; Lenin, Trotsky, and Stalin; purges, terror, economic development, society, and arts under Stalin; struggle against Hitler; scope and limits of de-Stalinization under Khrushchev; minorities; dissent, and life in the former Soviet Union today.

HIST-E 100 Introduction to African History (3 cr.)

Online Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually

be broad subjects that cut across fields, regions, and periods.

HIST-F 100 Issues in Latin America (3 cr.) Online

Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-G 100 Issues in Asian History (3 cr.) Online

Collaborative Course. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.

HIST-H 101 The World in the Twentieth Century I

(3 cr.) Online Collaborative Course. Principal world developments in the twentieth century, stressing Latin America, Africa, Asia, and Europe; global and regional problems; political revolutions; social and cultural diversity.

HIST-H 105 American History I (3 cr.)

Every semester. I: colonial period, revolution, confederation and constitution, national period to 1865.

HIST-H 106 American History II (3 cr.)

Every semester. 1865 to present. Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter- American, and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

HIST-H 108 Perspectives on the World to 1800 (3 cr.)

Online Collaborative Course. Survey of major global developments to the 18th century; European voyages of discovery, colonization of western hemisphere, penetration of Mughal India, Ming China, and sub-Saharan Africa. Role of revolutions, i.e. Scientific, industrial, social and political (American and French) in establishment of European hegemony in western hemisphere and Asia.

HIST-H 109 Title (3 cr.) Online Collaborative Course.

Survey of major global developments from the 19th century to the present: European imperial rule in India, China, Japan, Middle-East, and Africa. Chinese revolution (1912), Mexican revolutions (1911), World War I and II, end of European hegemony. Emergence of new nations in Asia, Africa, and Middle-East. Global inter-dependence as basic theme of 20th century.

HIST-H 113 History of Western Civilization I (3 cr.)

Every semester. I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies.

HIST-H 114 History of Western Civilization II (3 cr.)

Every semester. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

HIST-H 207 Modern East Asian Civilizations (3 cr.)

Online Collaborative Course. Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the 19th and 20th centuries. China and Japan receive primary consideration; Korea and Vietnam, secondary. Emphasis on the rise of nationalism and other movements directed toward revolutionary change.

HIST-H 216 The Wild West and American Identity (3 cr.) Online Collaborative Course. This course examines conceptions of the "American West" and the complicated ways it informed the creation of a persistent American identity. From the Log Cabin political campaigns of the antebellum nineteenth century to modern simulations of the past like Disney's Frontierland, the iconography of western expansion and its tentative connection to democratic individualism has enthralled and perplexed artists, writers, filmmakers, and historians for generations. Using historical monographs and popular culture artifacts like paintings, comics, films, short stories, and songs, we will interrogate and deconstruct "the American West" with an eye towards larger themes of place/process, environmental concern, multi-ethnic inclusion/exclusions, and United States governmental and capitalist development. By the end of the course the students will be tasked to use the conventions of "the western," apply them a historical event or individual, and create their own "western" narratives through the use of fumetti, or photographic comic-strips.

HIST-H 232 The World in the Twentieth Century (3 cr.) Online Collaborative Course. Shaping of the contemporary world, with an emphasis on the reaction of non-Western peoples to Western imperialism.

HIST-H 405 Global History of Modern Sport (3 cr.) Alternate Years. Origins and development of sport in the modern world. From British public schools and ideals of fair play, through the Olympic movement, international soccer, holliganism and fandom, sport's role in identity creation and nationalism, and mass culture.

HIST-H 421 Topics: Asia, Africa, Latin America (3 cr.) P: advanced writing skills recommended. Intensive study and analysis of selected historical issues and/or problems in African, Asian, or Latin American history. Topics will vary from semester to semester.

HIST-H 425 Topics in History (1-3 cr.) P: advanced writing skills recommended. Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary; but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 495 Individual Readings in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-H 496 Internship in History (arr. cr.) Every semester (undergraduate). P: consent of instructor.

HIST-J 216 Sophomore History Seminar (3 cr.) Online Collaborative Course. The Sophomore Seminar in History introduces students to the basic methodological skills necessary for historical research and provides them with an overview of major historiographical fields in the discipline. Students apply this knowledge by engaging in their own original research project that culminates in a paper and presentation.

HIST-J 495 Senior Seminar for History Majors (3 cr.) P: Permission of instructor required. Alternate years, Spring Semester. Senior Seminar for History/Political Science majors.

HIST-J 496 Preseminar in History, Capstone (3 cr.) Online Collaborative Course.

HIST-T 510 Historical Methodology (3 cr.) Online Collaborative Course. This course covers an intensive, multi-media investigation of what artifacts comprise history and how historians now devise various methods of inquiry driven by incisive research questions to explain and interconnect those artifacts. This course will look at surveys of current research methods and problems, especially in U.S. history, to illuminate the development of history as a rigorous discipline of inquiry.

HIST-T 520 Teaching College History (3 cr.) On' This course prepares high-school teachers to teach college-level history. It contains three aspects: What to teach, how to teach, and how to assess both teaching and learning. The course will contain three aspects: content knowledge of history, the concept and skills of historical thinking, and development of an assessment plan.

HIST-T 560 US and the World - Comparative History (3 cr.) Online Collaborative Course. History T560 considers themes from the American past connecting it to the wider world. If slavery, for example, is a principal element of our history, how does it compare with the history of other regions? To understand such topics, this course will examine studies in comparative and transnational history.

HIST-T 590 Research Seminar in History (3 cr.) This course serves an intensive historical research and writing seminar that seeks to provide graduate students with the structure and support develop a substantial piece of scholarship. Students will also develop and practice other scholarly skills such oral and written presentations and offering effective and collegial critiques of scholarship.

HIST-T 590 Historical Seminar (3 cr.) Online Collaborative Course. This course serves an intensive historical research and writing seminar that seeks to provide graduate students with the structure and support develop a substantial piece of scholarship. Students will also develop and practice other scholarly skills such oral and written presentations and offering effective and collegial critiques of scholarship.

HPER-P 328 Issues in Intercollegiate Athletics (3 cr.) P: 30 + hours of credits. Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments.

HPER-P 333 Sports in America (3 cr.) P: 30 + credit hours. Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present.

HPER-P 402 Ethics in Sport (3 cr.) P: 30 + credit hours. (Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

HPER-P 411 Legal Issues in Sport Settings (3 cr.) P: 30 + credit hours. An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

HPER-P 415 Sport Promotions and Public Relations (3 cr.) P: 30 + credit hours. An introduction to the theories and techniques of sport promotions, public relations and fund raising.

HPER-R 213 Introduction to Sport Information (3 cr.) An introduction to the area of sport information. Emphasis is placed on the fields within sport information, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

HPER-R 319 Sport Facility Management (3 cr.) P: HPER-P 211; HTM-M 219 or BUS-Z 302. Management of sport and recreation facilities in the public and private sector including design, development, utilization, resources and auxiliary operation considerations. The course focuses on the facility manager's responsibilities including ticket sales, crowd control, security, customer satisfaction, human resources management, and revenue generation. The course requires site visits and analysis of various recreation facilities.

HPER-R 418 Sport and Recreation Marketing (3 cr.) P: HPER-P 211 and BUS-M 300, BUS-M 301, or BUS-D 301. This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

HPER-R 432 Leadership and Management in Sport (3 cr.) P: HPER-P 211 Introduction to Sport Management. An introduction to the fundamental concepts, theories, and techniques for management in sport industry. Emphasizing scientific approaches of creating efficient sport business organizations, the course will cover organizational behavior related topics such as problem-solving, decision making, strategic and operational planning, organizational culture, diversity, leadership, and teamwork.

HPER-R 445 Special Topics in Sport and Recreation Management (3-6 cr.) Special Topics in Sport and Recreation Management. May be repeated with different topic for a total of 6 credit hours. Topics may vary each semester. Topics will include Olympics, international governance in sport, and sport as social events.

HPER-R 472 Youth Sport Management (3 cr.) P: junior or senior standing. Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

HPER-R 491 Internship in Sport and Recreation Management (1-6 cr.) Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course. One credit hour will consist of 40 hours of participation in activities associated with an internship assignment

HPER-S 320 Economics of Sport (3 cr.) P: Sophomore standing. A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust legislation and public financing of arenas and stadiums are also examined.

HSCI-A 103 Archery (1 cr.) Instruction in archery skills, including care and construction of tackle. Instruction follows guidelines of the Outdoor Education Project of AAHPERD. Emphasis on fundamental skills and shooting form.

HSCI-E 100 Experiences in Physical Activity (1-3 cr.) Instruction in a specified physical education activity that is not regularly offered by the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity. Repeatable for credit with different topic.

HSCI-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F grades given. Repeatable once for credit.

HSCI-E 105 Badminton (1 cr.) Beginning instruction in basic skills and techniques of badminton for singles, doubles, and mixed doubles play. Emphasis on basic skill development, rules, and strategy.

HSCI-E 111 Basketball (1 cr.) Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

HSCI-E 113 Billiards (1 cr.) Instruction in basic skills, including bridge forming, stroke techniques, bank shots, and cue ball spin. Fee charged.

HSCI-E 115 Core Strengthening and Flexibility (1 cr.) Instruction in body toning exercises, methods of controlling body weight, methods of relaxation and proper body carriage.

HSCI-E 117 Bowling (1 cr.) Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette on the lanes. Explanation of lane construction, lane condition, and automatic machines. Fee charged.

HSCI-E 118 Softball (1 cr.)

HSCI-E 119 Personal Fitness (2 cr.) Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and

cardiorespiratory endurance. For students without prior knowledge of conditioning methods.

HSCI-E 120 Lifetime Fitness and Wellness (3 cr.)

Designed to provide students the knowledge and opportunity to develop and participate in a fitness program to include the four health-related physical fitness components: cardiovascular endurance, muscular strength & endurance, flexibility, and body composition.

HSCI-E 121 Conditioning and Weight Training (1 cr.)

Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HSCI-E 125 Exercise to Music (1 cr.)

HSCI-E 133 Fitness and Jogging (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardio-respiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs, aerobics levels I through III. Only S/F grades given.

HSCI-E 135 Golf (1 cr.) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Rules and etiquette of golf. Students play on par 3 courses. Fee charged.

HSCI-E 137 Gymnastics (1 cr.) Beginning instruction in basic skills and incorporation of basic routines in tumbling and vaulting. Emphasis on events performed by both men and women. All events will be included.

HSCI-E 150 Tae Kwon Do (1 cr.) Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self defense. Students should achieve technical level of yellow belt. Karate uniform required.

HSCI-E 151 Self Defense (1 cr.) Instruction techniques for practical self-defense skills and situations.

HSCI-E 155 Modern Dance (1 cr.) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.

HSCI-E 156 Introduction to Jazz Dance Technique (1 cr.) An introduction to the modern jazz style of movement as it integrates with sound biomechanical principles. Phrasing, dynamics, and other qualities will be discussed.

HSCI-E 159 Racquetball (1 cr.) Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

HSCI-E 160 First Aid and Emergency Care (3 cr.) Covers the necessary First Aid and knowledge about emergencies to proper care for someone who experiences injury or sudden illness.

HSCI-E 162 Tai Chi (1 cr.) Fitness class that emphasizes coordination and balance through the practice of Tai Chi. Introduction to Sun style Tai Chi. Course provides instruction to Dr. Paul Lam's Tai Chi I and II. Emphasis will be on the movements and forms.

HSCI-E 165 Soccer (1 cr.) Instruction in fundamental techniques, rules, basic team tactics, and strategies.

Emphasis on competitive game scrimmages and fundamental drills.

HSCI-E 166 Soccer II (1 cr.)

HSCI-E 169 Physical Education (1 cr.)

HSCI-E 170 Athletic Performance Training (1-3 cr.)

HSCI-E 180 Swimming (3 cr.)

HSCI-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of serves and forehand and backhand strokes. Competitive play in women's, men's, and mixed doubles tennis.

HSCI-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball, including the overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies.

HSCI-E 187 Weight Training (1 cr.) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Only S/F grades given.

HSCI-E 189 Wrestling (1-3 cr.)

HSCI-E 190 Yoga (1 cr.) Instruction in basic principles and techniques of yoga. Emphasis on personalized training.

HSCI-E 198 General Group Exercise (1 cr.) Fitness class in a group setting that emphasizes coordination, flexibility, cardiovascular endurance and muscular strength through, but not limited to, agility drills, barbells, body weight exercises, calisthenics, circuits, dumbbells and cardiovascular equipment.

HSCI-E 200 Intermediate Indoor Cycling (1 cr.)

P: HSCI-E 100 with cycling topic or permission of the instructor. Instruction in indoor cycling as a physical education activity. Emphasis on intermediate development of skill and knowledge pertinent to indoor cycling.

HSCI-E 205 Badminton-Intermediate (1 cr.)

HSCI-E 217 Bowling-Intermediate (1 cr.)

HSCI-E 218 Modern Jazz Dance Technique (1 cr.)

P: HSCI-E 156, previous instruction, or consent of instructor. A continuation of instruction in the modern jazz style of movement introduced in E156. Special emphasis on movement efficiency, precision, and clarity of movement.

HSCI-E 219 Weight Control and Exercise (1 cr.)

Instructional program of weight control and exercise plan to maintain and health weight through nutrition and fitness.

HSCI-E 221 Conditioning and Weight Training II (1 cr.)

P: HSCI-E 121. Instruction in intermediate principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HSCI-E 221 Conditioning & Weight Training (1 cr.)

Instruction in intermediate principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HSCI-E 222 Advanced Group Exercise (1 cr.) Advanced Group Exercise (1 cr.): An advanced total fitness class that emphasizes cardio-respiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F grades given. Repeatable once for credit.

HSCI-E 233 Jogging and Running (1 cr.)

HSCI-E 235 Golf - Intermediate (1 cr.) The course builds on and refines the basic fundamentals of swing motion. Ball flight control is introduced with more in-depth swing analysis. Students play on a championship course. Fee charged.

HSCI-E 255 Modern Dance - Intermediate (1 cr.)

P: HSCI-E155 or consent of instructor. Intermediate modern dance technique, stressing knowledge and application of movement principles essential to dance training.

HSCI-E 262 Advanced Tai Chi (1 cr.) P: HSCI-E 162.

Fitness class that emphasizes coordination and balance through the advanced practice of Tai Chi. Emphasis will be on the movements and forms.

HSCI-E 263 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Covers such topics as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

HSCI-E 275 Aquatic Conditioning (1 cr.) Acquire a moderate to high level of aerobic capacity while using water, equipment and other useful techniques skills and ideas. Achieve students' desired goal through fitness utilizing the water.

HSCI-E 281 Tennis - Intermediate (3 cr.) Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies. Fee charged.

HSCI-E 290 Yoga II (1 cr.) P: HSCI-E 190. Suitable for students who have a basic understanding of yoga and want to deepen their practice through exploration of intermediate yoga postures and techniques that promote mental clarity, relaxation and total well-being. Emphasizes on safe, noncompetitive environment to guide students through more advanced-level skills and knowledge related to yoga.

HSCI-E 340 Physical Fitness Appraisal and Performance (3 cr.) P: HSCI-H 212 or consent of instructor. A study of the basic scientific components of fitness and the measurement of different indices of physical fitness common to corporate, clinical, and laboratory settings. In particular, this course focuses on 5 characteristics of fitness: muscle strength, muscle endurance, cardiovascular fitness, flexibility, and body composition. The course will include weekly lectures and weekly laboratory sessions so students can implement their knowledge in a practical setting.

HSCI-E 237 Gymnastics - Intermediate (1 cr.)

Instruction in all events, including floor exercise, vaulting, trampoline, balance beam, parallel bars, uneven bars,

rings, pommel horse, horizontal bar. Emphasis on individual routines.

HSCI-E 250 Intermediate Tae Kwon Do (1 cr.) P: Yellow belt technical level or consent of instructor. Instruction in advanced applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required.

HSCI-E 271 Dynamics of Outdoor Recreation (3 cr.)

Philosophical orientation to the field of outdoor recreation; camping, outdoor/ environmental education, and natural resource management, with emphasis on programs, trends, resources, and values.

HSCI-E 371 Coaching of Volleyball (2 cr.) Theory

and methods of coaching volleyball, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning the player, and organizing practice sessions.

HSCI-H 100 Careers in the Health Professions (2 cr.)

This course explores many of the primary Allied Health Science professions found in health care.

HSCI-H 101 Introduction to Safety (3 cr.) Provides

an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals, including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

HSCI-H 101 Introduction to Safety (3 cr.) Provides

an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals, including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

HSCI-H 110 Sports Nutrition for Athletes (1-3 cr.)

This course examines the relationship between athletic performance and dietary intake and food preparation. Content includes creating healthy meal plans with culinary instruction.

HSCI-H 120 Introduction to Health and Fitness (3 cr.)

This course is part of the freshmen learning experience for Allied Health Sciences and Nursing. For this course, students will engage in a variety of topics that relate to personal health and fitness. It is important that students understand the consequences of their and fitness decisions in order to make informed decisions. Thus, topics in this course will include nutrition, substances, stress management, the five components of fitness and self-assessments. As this is a freshman learning course it will also offer students the opportunity to create relationships with other freshmen students who plan to pursue careers in health, nutrition and exercise (sport) related professions.

HSCI-H 130 Introduction to Foods (3 cr.) This course

examines the relationship between nourishment, lifestyle choices, and health and disease. Topics include sources and functions of nutrients and their metabolism. Investigation of eating patterns using database technology

demonstrates the relationship between food consumption and nutrient adequacy. The economic, cultural and psychological implications of food choices and eating behaviors are studied.

HSCI-H 144 Foundations of Human Movement (3 cr.)

Identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development and skills for effective teaching. Analysis, evaluation and development of personal movement and sports skills.

HSCI-H 146 Gluten-Free Baking Principles (1 cr.) This course will introduce the students to the art of gluten-free baking. This course is of value to health care practitioners who will treat those with gluten intolerances and also for those who need skills in this area for similar reasons. The student will investigate the science behind gluten-free baking, in addition to the nutritional concerns and requirements with this type of diet. This course will involve hands-on education in the nutrition lab.

HSCI-H 151 Legal Aspects of Safety (3 cr.) Discuss legal requirements for safety, health and environmental compliance. Emphasis is given to OSHA, EPA, FDA consensus standards, as well as other applicable Federal and State regulations.

HSCI-H 151 Legal Aspects of Safety (3 cr.) Discuss legal requirements for safety, health and environmental compliance. Emphasis is given to OSHA, EPA, FDA consensus standards, as well as other applicable Federal and State regulations.

HSCI-H 160 First Aid and Emergency Care (2-3 cr.) Course addresses cardiopulmonary resuscitation (CPR), rescue breathing, choking, wounds, bleeding, burns, sudden illnesses, musculoskeletal injuries, and defibrillation/ the use of Automated External Defibrillators (AEDs). Skills are practiced in small lab settings. Students may obtain American Red Cross certifications, including CPR/AED for the Professional Rescuer.

HSCI-H 180 Introduction to Clinical Laboratory (1 cr.) This course is an accelerated 8 week course. An overview and introduction to laboratory safety and basic skills as used in specimen processing and laboratory information systems, urinalysis, hematology, chemistry, immunology, immunohematology, and microbiology and phlebotomy. Universal precautions and proper procedures in regard to specimen processing will be taught to the student. Laboratory quality control, and the proper use of instrumentation will be presented as used in the clinical laboratory settings. Normal human laboratory values will be discussed. Students will take field trips to local health facilities' laboratories. Attendance for these trips is mandatory for success in this course.

HSCI-H 201 Introduction to Food Science (3 cr.) A comprehensive course providing introductory knowledge of food chemistry, food laws, food processing & preservation, food microbiology & fermentation, food safety, food toxicology, and food engineering.

HSCI-H 202 Health Sciences Sophomore Sojourn (0-1 cr.) The Health Sciences Sophomore Sojourn is a field trip activity. The goals are for students to build relationships with each other and faculty, and to learn about the field of Health Sciences through real-world experiences. Activities target each concentration: health

education and promotion, nutritional science, and exercise and sport science.

HSCI-H 204 Motor Development (3 cr.) P: 18 + credit hours. This course is designed to provide students with a foundation of knowledge that will help them to understand motor development across the lifespan. Specifically, the course content will focus on theories of development, milestones, progressions, and influences on development.

HSCI-H 208 Chocolate, Wine, and Other Phytochemical Foods (2 cr.) Bioactive food compounds have impacts on the human body. Many of these impacts have been reported to positively influence health. This course will investigate various phytochemicals, their impacts on health, and their use in the daily diet. The course will involve food preparation and will include wine pairing.

HSCI-H 209 Culinary Sustainability and Lifestyle Practices (1 cr.) This course will allow for the development of dietary and culinary skills which can be applied to foods choices, systems and waste. The course covers a variety of sustainable skills which relate to health and the environment. Discussions will foster the development of sustainability strategies. Through participation in local agricultural endeavors, the student will gain hands-on experience in agriculture and contribute to food security and sustainability. Specific foods such as seaweed and other whole foods will be investigated for their nutritional value and sustainability.

HSCI-H 210 Current Issues in Health Care (3 cr.) This course is designed to expose students to a variety of issues relevant to healthcare and promotions of healthy lifestyles. This course is aimed at examining current issues that affect health of individuals, USA population and globally.

HSCI-H 212 Introduction to Exercise Science (3 cr.) This course is a survey of the discipline of kinesiology, including knowledge derived from performing physical activity, studying about physical activity, and professional practice centered in physical activity. It includes an analysis of the importance of physical activity in daily life, the relationship between physical activity and the discipline of kinesiology, and the general effects of physical activity experiences. The course surveys the general knowledge base of the discipline as reflected in the major sub-disciplines and reviews selected concepts in each, showing how they contribute to our understanding of the nature and importance of physical activity. In addition, the course introduces students to the general characteristics of the professions, to specific types of physical activity professions typically pursued by those graduating from programs of sport and exercise sciences, and assists them in making some early career decisions.

HSCI-H 214 Introduction to Health Sciences (3 cr.)

HSCI-H 220 Nutrition for Health (3 cr.) Introduction to nutrients, their uses, and food sources. Application of nutrition principles to personal eating habits for general health; overview of current issues in nutrition.

HSCI-H 233 Performance and Teaching of Softball (1 cr.)

HSCI-H 255 Human Sexuality (3 cr.) Survey of the dynamics of human sexuality; identification and

examination of basic issues in human sexuality as relating to the larger society.

HSCI-H 260 Food Nutrition and Counseling (3 cr.)

Counseling skills, specifically counseling one-on-one and groups in order to facilitate changes in nutrition status. Teaching / learning styles, development of therapeutic relationships with patients/ clients and development of listening skills. Case study evaluation, nutrition counseling guides and development of group education lesson plans.

HSCI-H 271 Grant Writing for Health Professionals (3 cr.)

P: 30 + credit hours. Developing effective grant writing skills are essential to acquire competitive funding from government agencies and private foundations.

HSCI-H 272 Recreation Activities and Leadership Methods (3 cr.)

Analysis of recreation program activities, objectives, determinants, and group dynamics involved in the leadership process. Assessment and evaluation of programs and leadership techniques. Students are strongly encouraged to take HPER-R 367 immediately following this course.

HSCI-H 273 Cultural Gustatory Perceptions (3 cr.)

Gustatory, medically, refers to the sense of taste. The sense of taste helps identify food and forms a taste preference, although the appeal of both sweet- and salty-tasting substances, in large part at least, is innately determined (Beauchamp and Cowart, 1985). Gustatory behaviors, such as neophobia and taste aversion learning, suggest that the gustatory information from the taste buds is compared to gustatory memories at all times during food intake, and thus we avoid ingesting novel or harmful food. Gustatory memories enable us to generate vivid perceptions of taste in the absence of peripheral gustatory inputs. Thus, not only signals from the peripheral gustatory nervous system but also those obtained by recalling gustatory memories play a critical role for gustatory information processing. Designed on one hand to examine food preferences, delicacies and taboos tied to some of the world's most unusual sources of sustenance, the course is also crafted to connect the simple acts of eating, no matter how unusual the product or preparation, with the supper table's intricate links to culture, identity, politics and economics. This course seeks to explore ways people are working to preserve their food cultures. In doing so, students also receive education through concepts and basic nutrition knowledge.

HSCI-H 280 Principles of Athletic Training (2 cr.)

P: ANAT-A 215 or consent of instructor This course will provide the student an introduction to athletic training which will include history, injury prevention establishing a program for injury prevention and rehabilitation. Emphasis will be on preventing injuries and recognition.

HSCI-H 281 Basic Prevention and Care of Athletic Injuries (2 cr.)

Required of freshmen intending to major in Athletic Training. Course will focus on basic principles of prevention, recognition, and management of sport-related injuries. This course is a required prerequisite for admittance into the Athletic Training Education Program (ATEP).

HSCI-H 301 Intergraded and Complimentary Health (3 cr.)

P: Sophomore Standing or Consent of Instructor.

This course focuses on the pathophysiology and holistic health management of acute and chronic problems.

HSCI-H 310 Women's Health (3 cr.)

P: Sophomore standing. Examines the relationship of women to health and health care. Five dimensions of health – physical, mental, emotional social, and spiritual provide a framework for comparison and contrast of health concerns unique to women and common to both sexes of all ages.

HSCI-H 317 Topical Seminar in Health Education (1-3 cr.)

P: 30 + credit hours. The topical seminars will relate to current issues in the field of health education.

HSCI-H 318 Drug Use in American Society (3 cr.)

P: 30 + credit hours. An interdisciplinary approach to the study of drug use in American society. Examines the effects of alcohol, tobacco, and illicit drugs on the physical, mental, and social health of the individuals.

HSCI-H 321 Research Methods in Health Sciences (3 cr.)

P: HSCI-H 322. Students in health sciences should have the skill set to critique or create research that informs applied practice and/or recommendations in their field or profession. Thus, the purpose of this course is to discuss how to identify, develop, and conduct ethical and rigorous research and provide examples of ethical and rigorous sport or epidemiological research. This course will begin with an introduction to research methods and ethics, and research questions or purposes that inform study design. An overview of quantitative and quality research methods, analyses, and merit will be shared and discussed. This course will cover more recently relevant approaches to the development and application of health sciences research. Thus, the purposes of and approaches to mixed methods designs, participatory research methods, and knowledge translation in health sciences and applied practices will be shared and discussed.

HSCI-H 322 Epidemiology and Biostatistics (3 cr.)

P: MATH-M 118, 119, OR 125. This course introduces the basic concepts of epidemiology and biostatistics as applied to public health. Epidemiology is known as the principal science of public health, and is the study of the distribution and determinants of health conditions or events among populations. Emphasis is placed on the methods of epidemiological investigation, appropriate summaries and displays of data and the use of statistical approaches to describe the health of populations.

HSCI-H 323 Topics in Nutritional Science (3 cr.)

P: HSCI-H 220 or HSCI-H 336. Variable topics in nutritional sciences related to current issues in the field of nutrition/ dietetics. Possible topics for weight reduction and fad diets, food additives, diet and human performance, vegans and vegetarianism, child nutrition, diet for senior citizens and disease relations.

HSCI-H 324 Recreational Sports Programming (3 cr.)

Overview of the programmatic elements and techniques that currently exist in recreational sports, including informal, intramural, club, and extramural programming; value and benefits of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment concerns; safety; liability; and program observation.

HSCI-H 325 Foundations of Health Education (3 cr.)

P: Sophomore standing. The focus of this

course is the study of the practice of health education in various settings, and selected historical, cultural, philosophical, professional, and ethical issues in the practice of education. Topics addressed in the course include historical perspectives, practice settings, career opportunities, professional ethics, trends, and current issues. Emphasis will also be placed on topics related to the National Commission on Health Education Credentialing (NCHEC).

HSCI-H 327 Introduction to Community Health (3 cr.)

P: Sophomore standing. A foundational overview of the field of Community Health to include policy and functions of governmental health organizations, prevention of disease and injuries in the general population, the basic health sciences (epidemiology, behavior / social sciences and environmental health) and future directions of community health.

HSCI-H 328 Food Service Systems Management (3 cr.)

The management of human resources, food, equipment and facilities to provide a quality product and service to customers is a very important part of nutrition and dietetic education. The dietitian is responsible for the planning, organizing, leading, staffing and controlling in the foodservice or clinical nutrition management area.

This course will cover the nutritional aspects of food service management.

HSCI-H 329 Food Service Systems Management Lab (3 cr.)

The application of principles of food service production and management, including production, service and food sanitation, and safety are covered in this course. Students will be required to demonstrate these principles in the nutrition lab to complete this course.

HSCI-H 331 Environmental Health (3 cr.) This course explores the relationship between humans and their environment; how it affects their physical well-being, and what they can do to protect and enhance their health and influence the quality of the environment.

HSCI-H 333 Cultural Competence in Health Education and Promotion (3 cr.)

This course examines the importance of cultural and ethnic factors for community health practice. Theories, models, and practices for working with race, ethnicity, gender, and social issues are considered for program planning and health communication. Focus is on the requirement of skills in cultural competency that are in the Standards for Certified Health Education Specialists.

HSCI-H 336 Nutrition Through the Lifecycle (3 cr.)

P: HSCI-H 130 or HSCI-H 220. Application of nutrition principles to the human life cycle: nutrient functions, needs from infants to mature aging.

HSCI-H 340 Principles of Sports Officiating (1 cr.)

Topics in sports officiating will include sports such as football, basketball, softball (baseball) and volleyball. Ethics of sport officiating; mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

HSCI-H 344 Strength Training and Conditioning (3 cr.)

P: ANAT-A 215, PHYS-P 215. This course is intended to cover the essentials of strength training and conditioning to prepare a student who is interested in becoming

a Certified Strength and Conditioning Specialist or a Certified Personal Trainer.

HSCI-H 350 Theory and Technique of Coaching Basketball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of basketball at elementary, secondary, and collegiate levels.

HSCI-H 354 Theory and Technique of Coaching of Volleyball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of volleyball at elementary, secondary, and collegiate levels.

HSCI-H 360 Philosophical Foundations of Coaching (3 cr.)

A philosophical approach to coaching for various sports. Topics include, but are not limited to, different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

HSCI-H 361 Methods and Materials in Nutrition Education (3 cr.)

P: HSCI-H 220 This course is designed to give the prospective health educator a foundation in teaching methodologies and materials, and curriculum planning in nutrition. Students will obtain the necessary skills to plan and implement a variety of methods and materials in a variety of settings. Emphasis will be on facilitating prepared units/lessons to students, employees, patients and community members. The course will enable the student to select methods and develop and teach nutrition programs with specific learning/behavioral objectives.

HSCI-H 363 Personal Health (3 cr.)

This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotions. Covers such topics as emotional health, aging, death, alcohol, tobacco, drug abuse, physical fitness, nutrition and dieting; consumer health chronic and communicable disease; safety and environmental health.

HSCI-H 364 Stress Management in the Health Professions (3 cr.)

P: Sophomore standing or permission of instructor. This course examines the biology of stress and the psychological aspects of stress and its relationship to physiological/psychological illnesses. Practical and effective stress management options such as coping strategies, time management, behavior modification, and relaxation techniques are explored.

HSCI-H 365 Health Assessment, CPR, and Emergency Management (3 cr.)

This course focuses on the knowledge and skills necessary to perform a beginning health assessment. This course is an introduction to clinical medicine. This course includes eliciting a medical history; introduction to physical examination; reviewing anatomy, physiology and pathophysiology of common diseases; and differentiating between normal and abnormal physical exam findings. Nutritional examination skills will be introduced as well. First aid and CPR will be covered as well. Laboratory situations for skills practice are included in the course.

HSCI-H 366 Community Nutrition (3 cr.)

P: HSCI-H 220 This course is designed to equip nutrition and dietetics students with written and oral skills to use in community

nutrition programs. The purpose of health promotion and disease prevention interventions, related to food and nutrition, is to facilitate healthy changes in food behaviors. Students will learn how community-based nutrition programs focus on multiple populations in the United States and how public health nutrition policy evolves into community food and nutrition programs. Students will apply their knowledge through the development of a community nutrition assessment and the presentation of their review of successful interventions.

HSCI-H 369 Experimental Foods Lab (3 cr.) P: HSCI-H 130, HSCI-H 220 This course is designed to demonstrate and illustrate the chemical and physical properties of foods. The course shows the effects of processing, ingredients, and storage on food quality and nutrient retention. Students will prepare and evaluate different food products (breads, vegetables, grains, fruits, and others) using various chemical, instrumental and sensory analysis techniques. The focus is on applied food development for both nutrition and dietetic students. This course will have both didactic and nutrition laboratory components.

HSCI-H 378 Global Nutrition (3 cr.) The history of food and hunger, and the global nature of our food systems focusing on the impact of our food decisions on the environment, agricultural production, world population relative to food supply, hunger, biotechnology, and safety of our food supply. No prerequisites to this course. Also discuss community nutrition and resources for underserved populations such as meals-on-wheels and WICS.

HSCI-H 388 Advanced Human Nutrition and Metabolism (3 cr.) P: HSCI-H 220 and ANAT-A 215. This course will build on the basic knowledge acquired in basic nutrition. It will cover nutritional cell biology, physiology, biochemistry, genetics, and pharmacology.

HSCI-H 391 Biomechanics (3 cr.) P: HSCI-H 212; ANAT-A 215. A course designed to aid the student's understanding of the muscular control of the body and the mechanics of body and implement control. This course is designed to develop a basic understanding of sport mechanics and an appreciation of how superior sport techniques are based on the use of developmentally appropriate scientific concepts and natural law.

HSCI-H 391 Biomechanics (3 cr.) P: HSCI-H 212; ANAT-A 215. A course designed to aid the student's understanding of the muscular control of the body and the mechanics of body and implement control. This course is designed to develop a basic understanding of sport mechanics and an appreciation of how superior sport techniques are based on the use of developmentally appropriate scientific concepts and natural law.

HSCI-H 397 Kinesiology (3 cr.) P: HSCI-H 204 and HSCI-H 212. This course is intended to teach students the basic concepts of kinesiology, particularly related to human movement in sport and physical activity settings. Concepts include, but are not limited to, internal/external forces, plasticity, motor control, and adaptations to physical movements. This course will be beneficial for students interested in biomechanics, physical therapy, rehabilitation, and sport coaching.

HSCI-H 397 Kinesiology (3 cr.) P: HSCI-H 204 and HSCI-H 212. This course is intended to teach students the basic concepts of kinesiology, particularly related to

human movement in sport and physical activity settings. Concepts include, but are not limited to, internal/external forces, plasticity, motor control, and adaptations to physical movements. This course will be beneficial for students interested in biomechanics, physical therapy, rehabilitation, and sport coaching.

HSCI-H 400 Topics in Health Sciences (3 cr.)

P: Sophomore standing or permission of instructor. Variable content course. This course is intended to allow the student to explore a number of topics that are typically associated with personal and community health. These will include, but not limited to Health Behaviors, Chronic Diseases and conditions such as Cancer, Diabetes and Obesity; Environmental factors that influence health around the world including America; supports groups and Recreational Therapies; Age related health topics.

HSCI-H 401 Introduction to Specimen Procurement (3 cr.)

HSCI-H 403 Program Planning in Health (3 cr.)

P: HSCI-H366 and junior/senior status. Skill building in public health and health promotion program planning, including proposal presentations. Topics include program planning models, needs assessment methods, behavior change theories, types of community organization, social marketing principles, program implementation fundamentals, and evaluation techniques.

HSCI-H 404 Sports Ethics (3 cr.) A study of the nature of ethics in sport with an emphasis on current application of moral principles and values. The relationship of ethics to social issues in sport will be explored, including philosophical and historical perspectives.

HSCI-H 405 Introduction to Sports Psychology (3 cr.)

P: HSCI-H 212. The psychology of sport is the study of the interaction between psychological variables and performance in sport and physical activity. Because the multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. Thus, it is an interdisciplinary field of study in sport and exercise science rather than a sub-discipline of general psychology. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working with individuals in the health and fitness industry.

HSCI-H 405 Introduction to Sports Psychology (3 cr.)

P: HSCI-H 212. The psychology of sport is the study of the interaction between psychological variables and performance in sport and physical activity. Because the multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. Thus, it is an interdisciplinary field of study in sport and exercise science rather than a sub-discipline of general psychology. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working with individuals in the health and fitness industry.

HSCI-H 406 Medical Nutrition Therapy 1 (3 cr.)

P: ANAT-A 215; HSCI-H 220; HSCI-H 336; PHSL-P 215
 This course is the first in a series of courses in medical nutrition therapy for students in dietetics, nursing or a related field. The student will obtain essential knowledge and skills regarding pathophysiology, etiology and development process of diseases requiring medical nutrition therapy, collection of pertinent data for assessing nutritional needs of patients, and integration of medical, dietary and lifestyle information to plan medical nutrition therapy throughout Medical Nutrition Therapy I. This first course will provide the foundation knowledge and skills to undertake practice in the management of nutrition issues, which will aid in the management of chronic health conditions.

HSCI-H 407 Medical Nutrition Therapy 2 (3 cr.)

P: HSCI-H 406 This is the second course in the series that examines medical nutrition for students pursuing dietetics, nursing or a closely related major.

HSCI-H 409 Basic Physiology of Exercise (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215.
 A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered.

HSCI-H 409 Basic Physiology of Exercise (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215.
 A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered.

HSCI-H 411 Promoting Health Behaviors

(3 cr.) P: HSCI-H 327 Intro to Community Health.
 Concepts, theories and applied approaches for health communications with emphasis on social marketing, media, advocacy and the process of media messages on health behaviors.

HSCI-H 412 Topics in Medical Technology (3 cr.)**HSCI-H 415 Global Child and Adolescent Health (3 cr.)**

P: HSCI-H 327 Intro to Community Health. An overview of determinants and indicators of health of children and adolescents.

HSCI-H 419 Advocacy Internship (3 cr.)**HSCI-H 434 Diseases of Diverse Population (3 cr.)**

P: HSCI-H 327 Intro to Community Health. This course covers current information about infectious and chronic diseases from a community health perspective; including physiological, psychological, social, cultural, political, environmental, healthcare and economic aspects influencing disease of diverse populations of the world.

HSCI-H 442 Exercise and Nutrition (3 cr.) P: HSCI-H 220 and Statistic course. Nutritional needs of individuals participating in physical activity and sport. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning and nutritional needs of the body during various stages of activity.

HSCI-H 445 Special Topics in Kinesiology (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215. The aim of this course is to explore the social

psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

HSCI-H 445 Special Topics in Kinesiology (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215. The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

HSCI-H 451 Health Coaching (3 cr.)

P: HSCI-H 212; and HSCI-H 220. This course is designed to provide knowledge and skills necessary for health coaches to help individuals achieve health goals and make lifestyle changes to reduce chronic disease risk and experience. Topics include effective communication strategies, health screenings and assessments, goal setting, motivational interviewing and behavior change theories, and legal and ethical responsibilities of the health coach. Class activities include triad coaching circles skills practice.

HSCI-H 452 Motor Learning (3 cr.)

P: HSCI-H 204 and HSCI-H 212. Open to juniors and seniors only. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

HSCI-H 452 Motor Learning (3 cr.)

P: HSCI-H 212 and HSCI-H 204. Open to juniors and seniors only. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

HSCI-H 455 Special Topics in Sports and Fitness (3 cr.)

The aim of this course is to explore the social psychological research and theories that facilitate understanding of personal excellence in sport. The course introduces theoretical and empirical work on participation and acquisition of expertise in sport as well as methodological issues related to developmental research in sport. Specific discussion will focus on developmental aspects and learning conditions that allow individuals to maintain participation and reach high levels of performance in sport.

HSCI-H 460 Clinical Hematology (3 cr.)**HSCI-H 461 Clinical Analysis of Urine and Body Fluids (3 cr.)****HSCI-H 462 Clinical Microbiology and Mycology (3 cr.)****HSCI-H 463 Clinical Parasitology (3 cr.)****HSCI-H 464 Clinical Serology (3 cr.)**

HSCI-H 465 Clinical Chemistry (3 cr.)**HSCI-H 467 Professional Development Topics in Medical Technology (3 cr.)**

HSCI-H 477 Health Program Planning (3 cr.) P: HSCI-H 325 Foundations of Health Education, HSCI-H 327 Intro to Community Health This course provides models and theories for planning programs/interventions that maintain and improve health in community settings. An overview of program planning, including logic models, needs assessment, and community organizing will be addressed.

HSCI-H 478 Evaluations of Health Programs (3 cr.)

P: HSCI-H 477 This course provides an introduction to health program evaluation planning and design, data collection, interpretation, and reporting of findings. Students will learn how to develop an evaluation plan, to create a logic model that ties the evaluation to the goals of the program, and to communicate the evaluation report.

HSCI-H 480 Care and Prevention of Athletic Injuries (3 cr.)

HSCI-H 485 Practicum in Coaching (1-6 cr.) Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a coaching setting. (Junior/Senior standing and admission to the Coaching Minor) CPR Certification must be completed and recorded.

HSCI-H 489 Internship in Sports and Fitness (1-6 cr.)

May be repeated for credit. P: Declared Health Science major; junior or senior standing or permission of instructor. Under the advisement of a faculty member and supervision of a coach/sports/fitness specialist, the student will work or otherwise actively participate in a sports and fitness setting.

HSCI-H 490 Motor Development and Learning (3 cr.)

P: HSCI-H 204; HSCI-H 212; ANAT-A 215; PHSL-P 215. Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences.

HSCI-H 490 Motor Development and Learning (3 cr.)

P: HSCI-H 212; HSCI-H 204; ANAT-A 215; PHSL-P 215. Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences.

HSCI-H 491 Internship in Health Sciences (1-6 cr.)

P: 30 + credit hours. Under the guidance of a Health Science faculty the student will perform an internship that is suitable to meet the learning objectives of the course. Objectives may vary depending on the specific concentration and internship facility. This is a variable credit course.

HSCI-H 491 Blood Bank 1 (3 cr.)

HSCI-H 492 Independent Research Studies in Health Sciences (1-6 cr.) P: Instructor consent. Students taking the independent research study will immerse themselves in a new or ongoing research project conducted by Allied Health Science faculty. In this context, students will be

given opportunities to learn practical, hands-on research skills. These skills could include, but are not limited to ethics submissions, data collection, data analysis, scientific writing and scientific presentations. For this course the formal class setting will not be used. Instead, students will meet individually or in small groups with the course instructor. These meetings will generally occur on a weekly basis, as agreed upon by the instructor and student. This will all for the course work to center on the needs of the student and the assigned project.

HSCI-H 493 Tests/Measurements in Phys Ed (3 cr.)

Theory of measurement in physical education, selection and administration of appropriate tests, interpretation of their results by fundamental statistical procedures.

HSCI-H 496 Children's Talent Development in Sport (3 cr.)

This course provides students with the theories and knowledge underpinning sport excellence. The course describes pathways to expertise, facilitating long-term participation, influences on talent development, and cultivating elite performance. Students will draw upon past Health Sciences courses to fully understand the material. Students will also be introduced to some of the methodologies used to explore talent development.

HSCI-H 496 Children's Talent Development (3 cr.)

This course provides students with the theories and knowledge underpinning sport excellence. The course describes pathways to expertise, facilitating long-term participation, influences on talent development, and cultivating elite performance. Students will draw upon past Health Sciences courses to fully understand the material. Students will also be introduced to some of the methodologies used to explore talent development.

HSCI-H 498 Senior Capstone in Nutrition and Dietetics (3 cr.)

P: Senior in Nutritional and Dietetic Sciences. The capstone provides opportunities for students to work on nutrition and dietetics practical skills which will allow them to synthesize, integrate and apply professional practice skills. Included in the course are professional organizations, professional dress, portfolio development, certifications in specialty areas, current issues and problems related to dietetics including ethics of health care and standards of practice. Completion of capstone course requires both written and oral activities.

HSCI-H 499 Senior Health Sciences Capstone (3 cr.)

P: Graduating in Health Sciences in the calendar year; and four of the following five courses: (HSCI-H 325, HSCI-H 327, HSCI-H 411, HSCI-H 415 and AHLT-H 434). Demonstration of competencies and skills acquired throughout the health sciences education program. To include a professional portfolio.

HSCI-H 499 BAS Capstone Independent Study (3 cr.)

P: Senior Standing in Applied Sciences, BAS, healthcare management tract. This course is designed to be tailored to the specific area of study, or concentration, of the individual student and used when a designated capstone course is not available or does not meet the needs of the student. It is a culmination of concepts previously learned in courses throughout the degree. These concepts should be applied to real life situations which can be accomplished in a number of ways depending on the student's area of concentration and study. All students will be required to assemble a portfolio demonstrating the

knowledge, skills, and application of these acquired and implemented throughout the course of study.

HSCI-H 181 Orientation in Athletic Training I (1 cr.)

HSCI-H 367 Health Problems in the Community (3 cr.)

HSS-E 103 Topics in Arts and Humanities (3 cr.)

Specific topics will vary by section and over time, but all versions of E 103 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen who will learn how scholars from the arts and humanities distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-E 104 Topics in Social and Historical Studies (3 cr.)

Specific topics will vary by section and over time, but all versions of E 104 will meet the objectives of the HSS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the social and historical studies distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

HSS-I 100 Intro to International Studies (3 cr.) This introductory, interdisciplinary course is required for all students in the International Studies Program. It will expose students to various academic and disciplinary approaches (representing the social sciences, humanities, and natural sciences) essential to international studies. Students will analyze critical global issues and gain a fuller understanding of the international system.

HSS-S 200 Introduction to Leadership Studies (3 cr.)

This course provides an overview of leadership theories and practices. It is offered in the hybrid format, meeting once per week on campus and once per week online.

HSS-S 300 Leadership Practicum - Leadership in Action (1-2 cr.)

This course provides hands-on experiences with leadership activities and events that provide a leadership opportunity. Students will take this class for three credits--either as three one-credit modules or as a one credit/two credit sequence.

HSS-S 400 Leadership Capstone (3 cr.)

This course is an applied, experiential learning course where students can practice the knowledge gained in other courses. It serves as a capstone for the minor and students will complete a semester-long project

HSS-S 410 Interdisciplinary BA Seminar (3 cr.)

P: Junior or senior standing. For students in the School of Sciences and the School of Humanities and Social Sciences. Interdisciplinary variable topics seminar for students completing a bachelor of arts. This course integrates diverse fields of knowledge upon analyzing local, national, and/or global issues. Students will work collaboratively to develop effective, interdisciplinary approaches to addressing enduring problems.

HSS-X 101 Introduction to American Identities (3 cr.)

An introduction to the study of personal and collective identity in the United States, including (but not limited to) ethnicity, class, gender, sexuality, and religion.

HSS-X 401 American Identities Capstone Project (1-3 cr.)

A guided study in which students research and

complete a project on a selected aspect of American pluralism.

HTM-H 191 Food Service Sanitation (3 cr.) The application of sanitary and public health engineering principles to food services and lodging operations.

HTM-H 310 Event Catering Management (3 cr.)

P: Sophomore standing. Exploration of off premise and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HTM-H 310 Event Catering Management (3 cr.)

Exploration of off premise and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HTM-H 315 Consumer Health (3 cr.)

P: 30 + credit hours. This course is an overview or survey course of health products and services. The health system is large and complex. Therefore, the consumer needs to exercise proper discretion in selecting and properly utilizing the myriad of medical goods and services based upon personal values and decision-making skills. This course will also explore consumer issues related to proper selection of food and nutritional productions comparing different food labeling and costs. Chronic Diseases in America are discussed from a consumer health approach.

HTM-L 310 Event Catering Management Lab (1 cr.)

P: HTM-H 191 and or HTM-H 310. Students will apply their knowledge of food and catering to execute and evaluate catered events.

HTM-R 355 Outdoor Recreation Consortium (3 cr.)

P: Sophomore standing. This experiential learning course is designed to convey both practical information and direct experience to students about components of outdoor recreation. To accomplish this goal, students are taught practical skills at the Kokomo campus (e.g., basic survival, orienteering, fire-starting, etc.) and then they embark on a week-long camping trip at a state or national park (e.g. Great Smokey Mountain National Park or and Indiana State Park). On the trip, students will set up a base camp followed by daily excursions.

HTM-T 100 Introduction to Tourism Studies (3 cr.)

Travel, trends, travel-modes, and economic impact on destination area. Emphasis on local, regional, and national tourism.

HTM-T 171 Introduction to Convention/Meeting Management (3 cr.)

An overview of the conventions, expositions and meetings industry. Focus will be on the operational aspects of various industry segments and the intra-industry of each.

HTM-T 181 Lodging Industry Operations (3 cr.)

Concepts of organization, communication, ethics and policy formulation in the front office. Introducing the basic techniques and trends in systems and equipment available to meet the needs of the management and the guest.

HTM-T 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.) The application of sanitary and public health engineering principles to food service and lodging operations.

HTM-T 210 Special Event Management (3 cr.) P: HTM-T 171 Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 218 Wines of the World (3 cr.) P: 21 years of age. An examination of wines produced in other countries, identifying the characteristics of the growing regions, types of wines produced, economic considerations of purchasing imported wines and marketing these wines to increase beverage sales.

HTM-T 219 Management of Sports Events (3 cr.) Amateur or professional sport event planning will include discussion of site selection, logistics, personnel, marketing, economics, and legalities of hosting an event.

HTM-T 271 Mechanics of Meeting Planning (3 cr.) P: HTM-T 171. An analysis of details pertinent to the organization and execution of a meeting. Topics include finances and contracts, site selection, program development, marketing, evaluation and wrap-up.

HTM-T 306 Destination Planning (3 cr.) To prepare a business plan that presents a comprehensive outline of a proposed hospitality operation and includes a financial portfolio and work history of the applicant.

HTM-T 310 Event Catering Management (3 cr.) Exploration of off and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

HTM-T 325 Food and Beverage Management (3 cr.) P: HTM-T 191. This course will educate students on the standards required for food and beverage operations. They will learn how to effectively manage food and beverage controls, operating budgets, health and safety in food preparation, menu management and pricing, purchasing and supplier selection, and service quality standardization.

HTM-T 328 Introduction to Microbrewing (3 cr.) P: 21 years of age. This course deals with the principles of microbrewing, and each student will learn the basic concepts necessary to create beer. In this sense, students should come away from this class with the knowledge to build his or her own microbrewery. As well, this class teaches a general appreciation for brewing and beers around the world.

HTM-T 334 Cultural Heritage Tourism (3 cr.) Cultural and heritage tourism balances visitor interests and needs against protecting cultural and heritage resources. This course examines the range of cultural and heritage assets that can become viable tourism attractions and looks at ways of linking quality cultural heritage tourism to community development. Special emphasis will be placed on Indiana cultural and heritage tourism.

HTM-T 351 Tourism Experiences (3 cr.) P: HTM-T 100. This course aims to evaluate tourism experiences from an interdisciplinary perspective, including the role of humans, nature/landscapes, built environments and technologies in staging tourism-experiences. Elements include analysis and evaluation of tourism experiences involving hospitality, resorts, cultural/heritage locations, urban destinations and events. The class will include techniques for managing quality tourism experiences

and the developing new tourism experience for a tourism location.

HTM-T 355 Interpretation and Tour Guiding for Destinations (3 cr.) P: HTM-T 100. This course explores the communication processes and practices between resource managers and visitors at tourism locations including natural, cultural, historic and learning resource sites. This course includes principles and techniques of gathering, analyzing and disseminating information through various media, such as exhibits, presentations, publications and programs at museums, natural and cultural centers, and other tourism attractions.

HTM-T 362 Economics of Tourism (3 cr.) P: HTM-T 100. C: ECON-E 201 or ECON-E 200. To discuss the economic impact of travel on tourism's various sectors, and the quantitative methods that can be applied to travel forecasting and tourism principles.

HTM-T 371 Special Event Management (3 cr.) Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

HTM-T 375 International Tourism (3 cr.) This course will help students have a better understanding of tourism practices from a global perspective by appraising the impact of international tourism from a cultural, social and economic point of view. This will involve examining the history, policy, and trends in the industry, research various aspects of the tourism industry, identifying potential careers, and acquiring workable use of terms, concepts, and principles.

HTM-T 385 Beer and Spirits Management (3 cr.) P: 21 years of age. Students will be introduced to the basic principles of beer and spirits production with a primary focus on manufacturing quality criteria, beer and spirits styles, and sensory standards. Evaluation by tasting is an integral part of this course.

HTM-T 401 Tourism Internship (3-6 cr.) P: Junior standing. To provide students an opportunity to improve their operational/managerial skills by working in new areas.

HTM-T 419 Tourism Sports Marketing (3 cr.) P: ECON-E 200 or ECON-E 201 and BUS-A 200 or BUS-A 201. This course will focus on marketing for diverse sports as it relates to tourism with an emphasis on intercollegiate athletics, professional sports, and multi-sport club operations.

HTM-T 425 Event Production (3 cr.) P: HTM-T 171 and HTM-T 271. This course will help students gain an understanding of the production of events. The logistics and strategy behind quality events will be covered and students will have the opportunity to use scenarios to create their own signature event specifications.

HTM-T 444 Tourism Careers and Leadership (3 cr.) P: HTM-T 171, junior status or approval of instructor. This course will cover topics that help students be prepared for a career in the tourism industry. Leadership and management techniques will be discussed and studied to help hone in skills that will be vital to tourism professionals and especially those with supervisory responsibilities.

HTM-T 460 Hospitality, Leadership, and Event Management: Disney Style (3 cr.) P: HTM-T 100 Introduction to Tourism Studies, HTM Major or Minor required, competitive application to be approved for course with approval of professor. This course will give students the unique perspective of hospitality and event management from the Disney perspective. This course will include training in the Disney leadership style, Disney culture, and the Disney creative process and will study how this can be applied to the field of Hospitality and Tourism.

HTM-T 461 Food & Beverage, Cross-culture, an International Tourism: Disney Style (3 cr.) P: HTM-T 100 Introduction to Tourism Studies, HTM Major or Minor required, competitive application to be approved for course with approval of professor. This course will give students the unique perspective of multicultural issues and international tourism from the Disney perspective. This course will also include training in the Disney strategy, Disney culture, and the Disney creative process and will study how this can be applied to the field of food and beverage management and international tourism.

HTM-T 475 Special Topics in Tourism (3 cr.) P: HTM-T 171, junior status or approval of instructor. This course will cover special topics that are current issues or opportunities in the tourism industry. With the rapidly changing tourism environment due to economies, technology, and aging populations, there are some topics that will be timely to the current trends in tourism and will benefit our students to have an understanding of these topics prior to working in the industry full-time.

HUMA-U 102 Introduction to Modern Humanities: The Live Performances (3 cr.) This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

HUMA-U 103 Introduction to Creative Arts (3 cr.) An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

HUMA-U 201 Interdisciplinary Seminar in the Humanities (3 cr.) The study of how societies express their values through art, literature, music, and philosophy, and the investigation of the underlying assumptions and structures that govern these modes of expression.

HUMA-U 401 Senior Seminar in Humanities (3 cr.) Capstone seminar for the summarizing and synthesizing of course work in various humanities disciplines, culminating in a significant research project or creative work.

INFO-C 100 Informatics Foundations (3 cr.) Introduction to informatics, basic problem solving and elementary programming skills. This course also provides a survey of computing tools in the context of selected disciplines (cognates).

INFO-C 112 TOOLS FOR INFORMATICS: PROGRAMMING AND DATABASES (3 cr.) This course is an introduction to programming and databases, two basic means of creating, changing, and storing information on a computer. Computational thinking, basic programming, and basic debugging methods will be covered in a high-level language. Data modeling, schemas, SQL queries, and data-entry forms will also be emphasized.

INFO-C 201 MATHEMATICAL FOUNDATIONS OF INFORMATICS (3 cr.) **MATH-M 118 or higher recommended.** An introduction to methods of analytical, abstract, and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, elementary statistics, proof methods in mathematics, and mathematical induction.

INFO-C 203 Social Informatics (3 cr.) Introduction to key ethical, privacy and legal issues as related to informatics, and social research perspectives and literatures on the use of information and communication technologies. Topics include: intellectual property, legal issues, societal laws, ethical use of information, information privacy laws, personal code of ethics, principles for resolving ethical conflicts, and popular and controversial uses of technology. This course also outlines research methodologies for social informatics.

INFO-C 210 Problem Solving and Programming (3 cr.) P: INFO-C 112 First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

INFO-C 211 Problem Solving and Programming 2 (3 cr.) Second course in the two-course sequence of intensive computer programming. In this course, students will learn and apply object oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

INFO-C 300 Human Computer Interaction (3 cr.) This course will provide an introduction to the core topics, approaches and developments in the field of Human Computer Interaction (HCI). The course introduces the process involved in designing and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, web design, prototyping, requirements and analysis, and other related issues.

INFO-C 307 Data Representation and Organization (3 cr.) This course will provide an introduction to ways in which data can be organized, represented and processed from low level to high level. Topics include construction of memory based structures and algorithms using arrays (single, multidimensional), lists (single, double, circular), stacks, queues, binary trees, and hash tables, and basic file manipulation.

INFO-C 399 Database Systems (3 cr.) This course will provide an in-depth discussion of database system fundamentals. The course emphasizes the concepts underlying various functionalities provided by a database management system, and its usage from an end-user perspective. Topics include: overview and architecture

of database systems, relational database modeling and querying, and basic XML database modeling and querying.

INFO-C 401 Foundations in Legal Informatics (3 cr.)

This course examines the basic concepts of the design, evaluation, and use of technology in the study and practice of law. The course provides an overview of the application of a variety of emerging informatics and media technologies to the field of law. It covers technology for law office management, legal research, litigation support, document management, imaging and animations, case management, and electronic court filing.

INFO-C 402 Legal and Social Informatics of Security (3 cr.)

This course examines that set of ethical and legal problems most tightly bound to the issues of information control. The interaction and technology change, but the core issues have remained: privacy, intellectual property, Internet law, concepts of jurisdiction, speech anonymity versus accountability, and ethical decision making in the networked environment. This is a case-based course on privacy and security in social contexts. Cases address the specific designs of technologies and discuss how different technically feasible design choices would result in distinct regulatory regimes, business strategies, or support different forms of social interaction. This course focuses on specific security and privacy technologies as sociotechnical systems.

INFO-C 403 Electronic Discovery (3 cr.) This course covers the legal, ethical, financial, logistical, procedural, and technological considerations of electronic discovery and its implications for lawyers and their clients. It highlights recently revised federal and state rules, new state and federal legislation, and recent court cases that impact electronic discovery policies and processes. We also consider electronic discovery from the point of view of a corporation that has to prepare for, and then respond to, requests for the production of digital evidence.

INFO-C 404 Litigation Support Systems and Courtroom Presentations (3 cr.)

This course reviews software for organizing, managing, retrieving, and presenting documents and evidence in a legal matter. Students learn what is effective and allowable from a technical, legal, and ethical standpoint. The course covers court rules and procedures on how much visual evidence can be used and the extent to which this evidence can be altered or enhanced in the trial process.

INFO-C 405 Technology and the Law (3 cr.) This course provides students with a foundation on legal matters that impact informatics and media, including intellectual property (copyright, patents, trademark, trade secrets), contracts, licensing, privacy, publicity, global legal issues, and professional ethics.

INFO-C 413 Web Design and Development (3 cr.)

This course introduces website design and development. Topics include client-side technologies such as Hypertext Markup Language (HTML, XML), the document object model (DOM), Cascading Style Sheet (CSS), JavaScript and jQuery, AJAX, front-end framework, and server-side technologies.

INFO-C 450 System Design (3 cr.) P: INFO-C 211 This course introduces the concepts of large scale system design and development. Topics include: the software

development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

INFO-C 451 System Implementation (3 cr.) This course introduces the concepts of large scale system implementation. Topics include: implementation of data models, user interfaces, and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. The students will work in teams and will utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

INFO-C 452 Project Management (3 cr.) This course will provide an in-depth discussion of project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory and team building.

INFO-I 100 First Year Experience (1 cr.) This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project managements and current/future job market trends.

INFO-I 101 Introduction to Informatics (4 cr.)

P: Computer literacy. Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

INFO-I 105 Computer Concepts for Health Information (3 cr.)

This course provides an overview of applications for the health and medical professionals. Topics include: audit trails, generating, quantifying and analyzing medical records, word processing, computer hardware, medical software, copyright and fair usage. Students retrieve and present medical data.

INFO-I 112 Basic Tools of Informatics - Programming and Database Concepts (3 cr.)

This course provides a practical introduction to both programming logic and database design techniques. The course emphasizes problem-solving, logic, and computational thinking. A high-level programming language will be introduced and it will be used to program, debug and test solutions for basic programming problems, emphasizing best programming techniques. This course also introduces students to database design and data modeling. Using a contemporary DBMS, students will learn how to develop and query database applications.

INFO-I 201 Math Foundations of Informatics (4 cr.)

P: INFO-I 101 and MATH-M 118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning; and logical and mathematical tools used in information sciences. Topics include propositional and predicate logic, natural deduction proof system, sets,

functions and relations, proof methods in mathematics, mathematical induction, and graph theory.

INFO-I 202 Social Informatics (3 cr.) P: INFO-I 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

INFO-I 210 Information Infrastructure I (4 cr.) P: INFO-I 101. INFO-I 101 can be taken concurrently. This course introduces software architectures of information systems and basic concepts and procedures of system and application development. Course topics include PHP programming syntax; procedural programming fundamentals; principles of developing dynamic, database-driven applications for the World Wide Web; relational database concepts; and basic MySQL statements.

INFO-I 211 Information Infrastructure II (4 cr.) P: INFO-I 210. The systems architecture of distributed applications. Advanced programming techniques, including event-driven programming, elementary data structures, and entry-level mobile programming. Credit given for only one of the following: INFO-I 211, CSCI-C 201.

INFO-I 213 Web Site Design and Development (3 cr.) P: INFO-I 101 or CSCI-B 100. Introduction to web site design and development covering high-level concepts in addition to hands-on activities. Topics include internet infrastructure, client-side technologies, embedded media, page design, site design, usability and other topics. Technologies to be covered include XHTML, JavaScript, and cascading style sheets.

INFO-I 300 Human-Computer Interaction Design and Programming (3 cr.) P: INFO-I 101. An intermediate course that teaches students how to assess the usability of software through quantitative and qualitative methods, including conducting task analyses, usability studies, heuristic inspections, interviews, surveys, and focus groups. The course also introduces students to the tool and techniques for designing and testing user interfaces based on a human-centered methodology.

INFO-I 303 Organizational Informatics (3 cr.) P: INFO-I 101. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining role of information technology, the changing character of work life and organizational practices, sociotechnical structures, and the rise and transformation of information-based industries.

INFO-I 308 Information Representation (3 cr.) P: INFO-I 201, and INFO-I 210. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through Entity Relationship Modeling, the Relational Model, XML, and XHTML. Laboratory topics include SQL and XPath querying.

INFO-I 310 Multimedia Arts and Technology (3 cr.) The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.

INFO-I 356 Globalization: Where we fit in (3 cr.) Globalization, increasingly enabled by information technology, changes how we work, what we buy and who we know. Learn about the past, present, and future of globalization from an information technology perspective, and what it means for you, your career, and your community.

INFO-I 399 Current Topics in Informatics (1 - 3 cr.) Emphasis is on new developments and research in informatics. For example, issues such as bioinformatics and medical informatics will be explored.

INFO-I 400 Topics in Informatics (1 - 3 cr.) Variable topic. Emphasis on new developments and research in informatics.

INFO-I 416 Applied Cloud Computing for Data Intensive Sciences (3 cr.) Online Collaborative Course. This course covers data science concepts, techniques, and tools to support big data analytics, including cloud computing, parallel algorithms, nonrelational databases, and high-level language support. The course applies the MapReduce programming model and virtual-machine utility computing environments to data-driven discovery and scalable data processing for scientific applications.

INFO-I 421 Applications of Data Mining (3 cr.) P: CSCI-C 201 or INFO-I 211, CSCI-C 343 or instructor permission. The course explores the use of data-mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques, instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and usable information.

INFO-I 450 Design & Development of an Information System (Part 1) (3 cr.) P: INFO I-308. This is the first course in a sequence of two capstone courses. Students work on capstone projects in supervised teams. They select an appropriate project, then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 451 Design & Development of an Info System (Part 2) (3 cr.) P: INFO I-450 and INFO I- 213. Continuation of INFO-I 450. Students work on capstone projects in supervised teams. They select an appropriate project, then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 453 Computer and Information Ethics (3 cr.) Online Collaborative Course. Ethical and professional issues that arise in the context of designing and using networked information technologies and information resources. Examines frameworks for making ethical decisions, emergent technologies and their ethical implications, information/computer professionalism. Topics include privacy, intellectual property, cybercrime, games, social justice, and codes of professional ethics.

INFO-I 490 Internship in Informatics Professional Practice (1-3 cr.) P: Approval and junior/senior status in informatics. Students gain professional work experience in an industry or research organization setting using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 cr. hours. S/F grading.

INFO-I 492 Senior Thesis (3 cr.) P: Senior Standing in Data Science Program. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as worked out between a student and a sponsoring faculty member.

JOUR-C 200 Introduction to Mass Communications (3 cr.) Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

JOUR-J 200 Reporting, Writing, & Editing I (3 cr.) Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 201 Reporting, Writing, & Editing II (3 cr.) P: JOUR-J 200. Working seminar focused on the strengthening of basic journalism skills, including in-depth reporting, editing, and multimedia presentations. Creativity, cooperation and critical thinking are used to shape effective messages for diverse audiences.

JOUR-J 343 Broadcast News (3 cr.) Techniques of gathering, analyzing, and writing news and features for broadcast. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 344 Photojournalism Reporting (3 cr.) This is an intermediate photojournalism course focusing on the basics of light, camera operation, and the use of the digital darkroom. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy, and law.

LBST-D 501 Humanities Seminar (3 cr.) Online Collaborative Course. Interdisciplinary graduate seminar in the humanities. Topics and course requirements vary from semester to semester.

LBST-D 502 Social Sciences Seminar (3 cr.) Online Collaborative Course. Interdisciplinary graduate seminar in the social sciences. Topics and course requirements vary from semester to semester.

LBST-D 503 Science Seminar (3 cr.) Online Collaborative Course. Interdisciplinary graduate seminar in the natural sciences. Topics and course requirements vary from semester to semester.

LBST-D 510 Introduction to Graduate Liberal Studies (3 cr.) Online Collaborative Course. A comprehensive introduction to graduate liberal studies. Explores the cultures of the humanities, social sciences, and sciences. Investigates interdisciplinary methodologies. Offers strategies for graduate-level reading, research, and writing for other publics.

LSTU-L 271 Framed: Labor and the Media (1 cr.) This course examines media and public understanding of the U.S. labor movement and analyzes reaction to some

specific, highly publicized strikes. News media, generally aligned with antilabor interests of corporate America, often portray "ordinary" workers as passive and controlled/directed by unions/labor leaders. This course questions why that might be.

LSTU-L 272 White Privilege in the Workforce: Origins, Culture, and Ideology (1 cr.) This course explores white privilege's origins from the industrialization era and the US factory-system rise, the manifestations of white privilege in today's workplace, and the mechanisms by which white privilege creates workplace advantages/inequalities. The interrogation of white privilege is viewed through the lens of organizational analysis and political economy theory.

LSTU-L 291 The Bully in the Workplace (1 cr.) This one (1) credit will examine the dynamics of workplace bullying. We will analyze the factors that contribute to bullying in the workplace. We will examine the types of personalities that allow bullies to perpetrate the harm and how bullies threaten, intimidate, humiliate, and sabotage both targets and workplace productivity.

LSTU-L 292 Preventing Sexual Harassment in the Workplace (1 cr.) This course examines all aspects of workplace and academic sexual harassment, including but not limited to definitions, history, federal and state law, EEOC guidelines and procedures, employer and school liability, personnel, school and contract language and policies, and personal perspectives. Reasons for solutions to workplace and academic sexual harassment are discussed.

LSTU-L 293 The Family Medical Leave Act (1 cr.) This course examines the 1993 Family Medical Leave Act that gives employees new rights to request leave from their employer. We will review the history of the passage of the FMLA and will examine maternity leave, parental leave, sick leave, and protections for disabled workers in the US and other countries.

LSTU-L 296 Preventing Workforce Violence in the Workplace (1 cr.) This course will examine the causes, preventions, and individual risks for workers from the real/perceived threat of violence in the workplace. We will identify behavioral, environmental, and administrative factors that contribute to or prevent incidents of violence in the workplace.

LSTU-L 297 Strike! Labor Revolt in America (1 cr.) This course explores strike as a mechanism of worker power and worker threat in American culture. Through readings and discussion, the unequal balance of power between labor/management is the backdrop for worker action necessitated by the inadequacy of protective worker legislative/deregulation/continued corporate assaults on workers and their well-being.

LSTU-L 381 Latinos, Labor, and Migration in the US: Challenging Invisibility & Distorted Images (3 cr.) This course introduces students to the complex realities of Latinos in the United States focusing on the topics of work and migration. This includes the U.S. recruitment of Latino immigrants and Latino's search for work whose homelands/economies are controlled/distorted/devastated to serve the interests of U.S. corporations/military actions.

MATH-C 404 Intro to Modern Algebra 2 (3 cr.)

P: MATH-M 403. Study of groups, rings, field extensions, with applications to linear transformations.

MATH-K 310 Statistical Techniques (3 cr.)

P: MATH-M125 or MATH-M118. Introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measures of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, non-parametric methods.

MATH-M 104 Foundations of College Algebra (3 cr.)

P: SSCI-S100 or Mathematics Placement Exam. Fall, Spring. Students will develop critical problem solving skills, acquire an understanding of the core concept of functions and learn appropriate technology skills while strengthening their mastery of linear equations and inequalities, systems of linear equations, polynomial operations and graphing techniques for linear equations.

MATH-M 105 College Algebra (3 cr.)

P: MATH-M 104 or Mathematics Placement Exam. Fall, Spring. Students will deepen their understanding of functions, acquire non-linear problem solving skills and develop the algebraic skills necessary for precalculus and general education mathematics courses: factoring; quadratic, polynomial, rational and radical equations and applications; and operations with rational expressions, radicals, and rational exponents.

MATH-M 110 Excursions in Mathematics (3 cr.)

P: MATH-M 105 or equivalent. Fall, Spring. A course designed to convey the flavor and spirit of mathematics, stressing reasoning and comprehension rather than technique. Not preparatory to other courses; explores topics in the theory of games and in properties of polyhedra.

MATH-M 113 Survey of Mathematics and Statistics (3 cr.)

P: MATH-M 105 or equivalent. Fall, Spring. This course is designed to expose students to the many uses of mathematics in modern society and provide a general, historical perspective of mathematics. Topics include statistics and a variety of mathematical concepts used in the world.

MATH-M 117 Intermediate Algebra (3 cr.)

P: MATH-M 007 or equivalent. Factoring, rational expressions, fractional exponents, radicals, quadratic equations, and functions.

MATH-M 118 Finite Mathematics (3 cr.)

P: MATH-M 105 or equivalent. Set theory, logic, permutations, combinations, simple probability, conditional probability, Markov chains.

MATH-M 119 Brief Survey of Calculus I (3 cr.)

P: MATH-M 125 or equivalent. Sets, limits, derivatives, integrals, and applications.

MATH-M 120 Brief Survey of Calculus II (3 cr.)

P: MATH-M 119. A grade of C- or above in MATH-M 119. Spring. A continuation of MATH-M 119, covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for non-physical science students. Credit not given for

both MATH-M 216 and MATH-M 120. Knowledge of trigonometry required.

MATH-M 125 Precalculus Mathematics (3 cr.)

P: MATH-M 105. A grade of C- or better in MATH-M 105 or equivalent. Algebraic operations; polynomial, exponential, and logarithmic, functions and their graphs; conic sections; systems of equations; and inequalities.

MATH-M 126 Trigonometric Functions (3 cr.)

P: MATH-M 125. Spring. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for courses in calculus (MATH-M 211 or MATH-M 215).

MATH-M 133 Topics in Probability and Statistics (2 cr.)

P: MATH-M 105 or equivalent. Topics in set theory, probability, descriptive statistics, binomial and normal distributions, and confidence intervals.

MATH-M 134 Topics in Mathematics (2 cr.)

P: MATH-M 105 or equivalent. Variable topics in mathematics such as graph theory, logic, mathematics of personal finance, mathematics in music and art, modeling using regression, matrices and Markov chains, geometry, governmental mathematics, game theory and linear programming.

MATH-M 215 Calculus I (5 cr.)

P: A grade of C- or better in MATH-M 125 and MATH-M 126, or two years of high school algebra and trigonometry, or by permission. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

MATH-M 301 Linear Algebra and Applications (3 cr.)

P: MATH-M 230 or MATH-M216. Solving systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. Selection of advanced topics. Applications throughout. Computer used for theory and applications.

MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

P: MATH-M 203 or MATH-M 216. Introduction to the theory of real vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Eigenvalues and eigenvectors.

MATH-M 310 Special Topics in Mathematics (1-3 cr.)

P: MATH-M 216 or permission of the instructor. Study of selected topics in mathematics. Topics vary from semester to semester.

MATH-M 311 Calculus III (3-5 cr.)

P: MATH-M 216 or Instructor Consent. Elementary geometry of 2, 3, and n-space; functions of several variables; partial differentiation; minimum and maximum problems; and multiple integration.

MATH-M 313 Elementary Differential Equations with Applications (3 cr.)

P: MATH-M 216 or Instructor Consent. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. A student may not receive credit for both MATH-M 313 and 343.

MATH-M 347 Discrete Mathematics (3 cr.)

P: MATH-M 216 or permission of instructor. Injective and surjective functions; inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets;

cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability.

MATH-M 360 Elements of Probability (3 cr.) P: MATH-M 216. C: MATH-M 311. Introduction to mathematical theory of probability. Probability models, combinatorial problems, conditional probability and independence, random variables, discrete and continuous distributions, repeated Bernoulli trials, gambler's ruin problems, moments, moment generating functions, law of large numbers, central limit theorem, and applications.

MATH-M 366 Elements of Statistical Inference (3 cr.) P: MATH-M 360. Sampling distributions (Chi square, t and F distributions), order statistical decisions, and inference. Hypothesis-testing concepts, Neyman-Pearson Lemma, likelihood ratio tests, power of tests. Point estimation, method of moments, maximum likelihood, Cramer-Rao bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods.

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: MATH-M 301 or MATH-M 303. Study of groups, rings, field extensions, with applications to linear transformations.

MATH-M 404 Introduction to Modern Algebra II (3 cr.) P: MATH-M 403. Study of groups, rings, fields extensions, with applications to linear transformations.

MATH-M 413 Introduction to Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, and MATH-M 311 or instructor consent. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics.

MATH-M 414 Introduction to Analysis II (3 cr.) P: MATH-M 413. Continuation of MATH-M 413. Functions of several variables, Taylor series, extreme values. Manifolds in Euclidean space, Implicit Function Theorem, Inverse Function Theorem. Divergence Theorem and other classical theorems of vector calculus. Special topics.

MATH-M 415 Elementary Complex Variables with Applications (3 cr.) P: MATH-M 413. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: MATH-M 301 or MATH-M 303, MATH-M 311, and MATH-M 360 which may be taken concurrently or with instructor consent. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH-M 448 Mathematical Models and Applications II (3 cr.) Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth.

MATH-M 463 Introduction to Probability 1 (3 cr.)

P: MATH-M 311 Counting techniques, the meaning of probability. Random experiments, conditional probability, independence. Random variables, expected values and standard deviations, moment generating functions, important discrete and continuous distributions. Poisson processes. Multivariate distributions, basic limit laws such as the central limit theorem.

MATH-M 466 Introduction to Mathematical Statistics (3 cr.)

P: MATH-M 463 Rigorous mathematical treatment of problems in sampling and statistical inference. Sufficient statistics, exponential distributions, monotone likelihood ratio, most powerful tests, minimum variance estimates, shortest confidence intervals, linear models and analysis of variance, nonparametric methods.

MATH-M 471 Numerical Analysis I (3 cr.)

P: MATH-M 301 or MATH-M 303, MATH-M 313 or MATH-M 343, and MATH-M 311 or instructor consent. INFO-I 101 and INFO-I 210. Interpolation and approximation of functions, numerical integration and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, initial and boundary value problems for ordinary differential equations, and computer programs applying these numerical methods.

MATH-M 216 Calculus II (5 cr.)

P: MATH-M 215 Calculus I or equivalent, or by permission of the instructor. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

MATH-T 109 Mathematics for Elementary Education I (3 cr.)

P: MATH-M118 or MATH-M 125. Fall, Spring. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors. Does not count towards divisional distribution requirement.

MATH-T 110 Mathematics for Elementary Education II (3 cr.)

P: MATH-M 118 or MATH-M 125. Fall, Spring. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tessellation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors. Does not count toward divisional distribution requirement.

MATH-T 336 Topics in Euclidean Geometry (3 cr.)

P: MATH-M 303 or equivalent. A study of the central aspects of two-dimensional Euclidean geometry from historical and axiomatic points of view as well as through hands-on and/or computer-based exploration of geometric concepts and constructions.

MATH-T 601 Topics in Algebra (3 cr.) Online

Collaborative Course. This course will cover core topics in Algebra, including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.

MATH-T 601 Topics in Algebra (3 cr.) Online

Collaborative Course. This course will cover core topics in Algebra, including Group Theory, Ring Theory, Field

Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.

MATH-T 610 Topics in Analysis (3 cr.) Online Collaborative Course. This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.

MATH-T 610 Topics in Analysis (3 cr.) Online Collaborative Course. This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.

MATH-T 620 Topics in Topology/Geometry (3 cr.) Required course for the Graduate Certificate in Math-Online collaborative. Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 620 Topics in Topology/Geometry (3 cr.) Online Collaborative Course. Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 620 Topics in Topology/Geometry (3 cr.) Online Collaborative Course. Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 620 Topics in Topology/Geometry (3 cr.) Online Collaborative Course. Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 640 Topics in Differential Equations and Applications (3 cr.) Online Collaborative Course. Students will develop graduate-level knowledge in Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.

MATH-T 640 Topics in Differential Equations and Applications (3 cr.) Online Collaborative Course. Students will develop graduate-level knowledge in Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.

MATH-T 650 Topics in Probability/Statistics (3 cr.) Online Collaborative Course. This course will cover graduate-level knowledge of key concepts of Probability/Statistics.

MATH-T 650 Topics in Probability/Statistics (3 cr.) Online Collaborative Course. This course will cover

graduate-level knowledge of key concepts of Probability/Statistics.

MATH-Y 398 Internship in Professional Practice (1 - 3 cr.) P: Junior or Senior standing. Internship with businesses requiring applied mathematics (or pure mathematics) projects.

MICR-J 200 Microbiology and Immunology (3 cr.) P: ANAT-A 215 and PHSL-P 215 or equivalent, or by permission of the instructor. For students of the baccalaureate curricula in the School of Nursing and in the Division of Allied Health Sciences; others by consent of instructor. Concurrent or previous registration in MICR-J 201 Microbiology Laboratory is recommended. Basic principles of microbiology, cell biology and epidemiology. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.) C: MICR-J 200. Bacteriological techniques: microscopy, asepsis, pure culture, identification. Biology of microorganisms: action of anti-microbial agents. Representative immunological reactions: blood typing, bacterial agglutination, precipitin reaction, immune lysis. Virology: bacteriophage, animal viruses, viral hem agglutination and cytopathogenic effects. Recognition of pathogenic fungi and animal parasites.

MICR-M 310 Microbiology (3 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211 and CHEM-C 105. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment.

MICR-M 315 Microbiology Laboratory (2 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211; CHEM-C 105. C: MICR-M 310. Audio-tutorial laboratory of exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions.

MICR-M 320 Environmental and Public Health Microbiology (3-5 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211, MICR-M 310. Introduction to basic concepts in environmental microbiology, public health microbiology, and epidemiology. Significance of waterborne pathogenic microorganisms and indicators. Importance of drinking water treatment and wastewater treatment. Introduction to foodborne pathogens and foodborne infections.

MUS-B 320 Trumpet (2 cr.) Individual trumpet lessons.

MUS-B 340 Euphonium (1-4 cr.) Music students with lower brass instruments as their major instruments must take a 300 level or higher level in music concentration.

MUS-D 300 Percussion (2 cr.) Individual percussion lessons for music majors.

MUS-E 394 Vocal Pedagogy (3 cr.) Principles of voice production, quality, diction, range, breathing, vocalization, dynamics, agility, and vocal hygiene as bases for an approach to vocal teaching.

MUS-G 361 Elementary Conducting Techniques (3 cr.) Beginning with simple pieces and moving into complex compositions, students will learn the basics of choral and instrumental coaching.

MUS-G 371 Choral Conducting I (2 cr.) Further development of basic conducting technique with a concentration on choral concepts. Emphasis on period style elements, analytical listening, aspects of choral tone, text analysis, score preparation, rehearsal planning, vocal techniques, and other advanced problems in choral conducting. Conduct representative works from varying style periods.

MUS-J 305 Ballet (3 cr.) Daily technique classes, including pointe, for students on the Bachelor of Science in Ballet degree, teaching emphasis.

MUS-L 100 Beginning Guitar (2 cr.) Individual guitar lessons.

MUS-L 101 Beginning Guitar Class (1-3 cr.) Classical guitar instruction in a class situation for non-music majors.

MUS-L 300 Guitar (2 cr.) Applied Music: classical guitar (studio) at the concentration level. Admission by audition.

MUS-M 174 Music for the Listener (3 cr.) How to listen to music, art of music and its materials, instrument and musical forms.

MUS-M 201 Literature of Music I (3 cr.) Survey of music from classical antiquity to 1750. Designed to develop a perspective on the evolution of music in its socio-cultural milieu, a repertoire of representative compositions, and techniques for listening analytically.

MUS-M 393 History of Jazz (3 cr.) This course is an exploration of the history of jazz with an examination of its roots, important genres and styles, historic recordings, key figures, and related materials.

MUS-M 403 History of Music I (3 cr.) Study of music from the beginning of western civilization to 1700. Analysis of representative compositions; relationship of music to the socio-cultural background of each epoch.

MUS-M 401 History and Literature of Music I (4 cr.) History of music from beginnings of Western civilization to 1800. Style analysis, visual and aural, of representative compositions, and relationship of music to sociocultural background of each epoch.

MUS-P 100 Piano (2 cr.) Individual piano lessons.

MUS-P 300 Piano (3 cr.) Individual piano lessons for music majors. Additional applied fee. Time scheduled with instructor.

MUS-R 472 Vocal Performance Workshop II (3 cr.) Open to undergraduate voice majors in the Jacobs School of Music; other students by permission of the instructor. Opera arias and ensembles, musical theater repertoire and spoken texts from theatrical works. Audition techniques, stage movement, and a staged "scenes" production performance

MUS-S 315 Violin (2 cr.) Individual violin lessons.

MUS-S 335 Cello (2 cr.) Individual cello lessons.

MUS-S 345 Bass (2 cr.) Individual bass lessons.

MUS-T 110 Rudiments of Music (3 cr.) Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

MUS-T 113 Music Theory I (3 cr.) Required for all music majors. Study of the elements of basic musicianship: intervals, scales, triads, rhythm and meter, music nomenclature, rudiments of two-part writing and diatonic harmony.

MUS-U 110 Special Topics in Music (2 cr.) Various topics from semester to semester.

MUS-U 320 Seminar (1-3 cr.) Special topics of study in Music and related subjects

MUS-V 100 Beginning Voice (2 cr.) Private voice lessons.

MUS-V 300 Voice (2 cr.) Individual voice lessons at the concentration level. Additional applied fee. Time scheduled with instructor.

MUS-W 110 Flute (2 cr.) Individual Flute/Piccolo lessons.

MUS-W 310 Flute and Piccolo (1-4 cr.) Private Flute and Piccolo lessons for music majors.

MUS-W 350 Saxophone (1-4 cr.)

MUS-X 040 Instrumental Ensemble: Band (0-2 cr.) This course may be taken for up to 8 credit hours with different topics.

MUS-X 070 University Choral Ensemble (0-3 cr.)

MUS-X 096 Performance Class (1 cr.) Student performance in plays, musicals, and/or operas.

MUS-Z 111 Introduction to Music Theory (3 cr.) A study of fundamentals of the language and notation of music: listening, music reading and writing, and the elements of music as used in a variety of genres and historical periods.

MUS-Z 201 History of Rock 'n' Roll Music (3 cr.) A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

MUS-Z 265 American Country Music (3 cr.) A listening-based survey of American country music from the 1920s to the present. Various musical styles and contributions of country music artists. Also considered are topics such as country music and race, religion, and working-class culture.

MUS-Z 281 East-West Encounters in Music (3 cr.) Examination of interaction and communication between two cultural realms conditionally defined as East and West. In this course, East is understood as the region including countries of the Middle East and Central Asia, and West is defined as Europe and the United States. The class looks in both Eastern and Western directions and explores hybridity of styles and genres in both domains and the impact of each area on the other.

MUS-Z 373 The American Musical: Context and Development (3 cr.) The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

NMAT-D 207 Intro to Visual Communication (3 cr.) P: ENG-W 131. This course looks at the visual aspects of print and electronic communication. It deals with issues of page design, visuals and other graphics, from practical,

historical, and theoretical perspectives. Students will produce visual designs, including flyers and brochures.

NMAT-D 216 Digital Media Studio 1: Still Images (3 cr.) Still images and Digital Imaging. Introductory work in the use of digital media tools, image manipulation, and digital photography in the creation of art.

NMAT-D 217 Typography I (3 cr.) This course is an introduction to the aesthetics, mechanics, history, terminology, specifications, and use of type in design. Typefaces will be evaluated and rendered in a variety of studio assignments using both hand written and computer techniques.

NMAT-D 257 Graphic Design I (3 cr.) Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics.*

NMAT-D 277 Design Center: Introduction to Graphic Design Production and Practice (3 cr.) P: Instructor permission required. This course introduces and focuses on the interaction graphic designers have with clients & printers and gaining professional graphic design skills. D 277 and D 377 run concurrently, serving real client (non for profit) needs, each semester.

NMAT-D 316 Digital Media II: Time Based Art (3 cr.) P: NMAT-D 216 An exploration of time-based work, including video creation, video editing and audio for video in the creation of art.

NMAT-D 317 Typography II (3 cr.) P: NMAT-D 217 This is an advanced course in type design. Typefaces will be created and evaluated in a variety of studio assignments using both hand written and computer techniques. In this course you will learn to produce work that is conceptual and/or practical, for physical and/or digital media. Exploration will be driven by a combination of larger studio/lab projects and a series of smaller lecture/demos. Projects and assignments will require reading, research, writing, design work and critique.

NMAT-D 326 Digital Illustration I (3 cr.) Course explores basic development of digital illustrations for use in graphic design.*

NMAT-D 327 Beginning 3D Modeling (3 cr.) Introduction to generating 3D model assets for animation and video game development. Topics include hard-surface model development, materials and mat generation, generative node programming, topology flow, rigging characters, and simplistic animation cycles. Students will use industry standard software to bring projects from concept to completion following best practices.

NMAT-D 336 Sound in Context: Audio for Film, Video & Interaction (3 cr.) P: NMAT-D 216. Sound in Context is a lecture/lab course designed to introduce students to concepts of music and sound for a variety of media with a primary focus on creating original audio and/or sound tracks. Topics include music structures, production and editing, film and video synchronization, game audio, sound art, and other related topics.

NMAT-D 346 Animation (3 cr.) Explore creating digital 2-D animation

NMAT-D 347 Intermediate 3D Modeling (3-3 cr.)

P: NMAT-D 327. Intermediate studio-based course for 3D modelling and animation. Topics include advanced hard-surface model practices, node programming, kinematic rigging, and further exploring animation cycles. Students will develop a core body of assets for a proposed world and will learn to optimize assets for game building engines.

NMAT-D 357 Graphic Design II (3 cr.) P: NMAT-D 257. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.

NMAT-D 367 Identity Design & Branding (3 cr.) P: NMAT-D 257. Teaches how to create a visual identity that communicates the essential qualities desired by the particular business.

NMAT-D 377 Design Center: Graphic Design Production & Practice (3 cr.) P: NMAT-D 257 and instructor approval. Graphic Design Production and Practice is a unique community outreach learning opportunity, providing design services to the greater Kokomo area. The students will work in a design studio environment, invest in their community and gain vast knowledge and experience. The aim here is to develop a strong portfolio that moves beyond consisting of solely hypothetical assignments into being a showcase of actual/published client based projects that a student developed from concept to actualization/production.

NMAT-D 416 Advanced Digital Media Studio (3 cr.) P: NMAT-D 316 or instructor consent. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations.

NMAT-D 426 Advanced Digital Illustration (3 cr.) P: NMAT-D 326. Using the pre-requisite D 326 Introduction to Digital Illustration (formerly N 312) as a springboard, this course will encourage self expression and diversity while primarily focusing on illustrative work that is directly tied to Graphic Design based creative briefs. The aim here is to develop strong portfolio pieces.

NMAT-D 467 Publication & Editorial Design (3 cr.) P: NMAT-D 257. A publication and editorial design course that tackles multiple paged printed and bound documents, beginning with magazines and transitioning to focus upon the book format for the bulk of the course. It currently operates primarily within InDesign, while utilizing other software from the Adobe suite, such as Photoshop and Illustrator.

NMAT-F 101 Core Foundations: Tier 1--Block 1 (3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and

digital skills along with the critical thinking that is relevant to a contemporary practice in art and design.

NMAT-F 102 Core Foundations: Tier 1--Block 2 (3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills along with the critical thinking that is relevant to a contemporary practice in art and design.

NMAT-F 103 Core Foundations: Tier 1--Block 3 (3 cr.) Each block consists of three five week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills along with the critical thinking that is relevant to a contemporary practice in art and design.

NMAT-F 201 Core Foundations: Tier 2--Block 1 (3 cr.) P: NMAT-F 103. Each block consists of two eight-week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills along with the critical thinking that is relevant to a contemporary practice in art and design.

NMAT-F 202 Core Foundations: Tier 2--Block 2 (3 cr.) P: NMAT-F 103. Each block consists of two eight-week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills along with the critical thinking that is relevant to a contemporary practice in art and design.

NMAT-F 203 Core Foundations: Tier 2--Block 3 (3 cr.) P: NMAT-F 103. Each block consists of two eight-week sections under umbrella topics taught by different NMAT faculty. The faculty rotate in order to expose the students to a wide range of experiences and creative approaches. The scope and flexibility of the topics establishes a solid foundation of traditional and digital skills along with the critical thinking that is relevant to a contemporary practice in art and design.

NMAT-F 250 Connected Foundations (3 cr.) P: NMAT-F 201 Connected Foundations is the capstone of the core foundations program. The course will help students synthesize the foundation learning to help build the momentum, awareness, and confidence for majors to excel in their junior and senior years. The course is one week long and involves experiences at a retreat center off campus.

NMAT-G 341 Independent Study In New Media, Art & Technology (1-6 cr.) In-depth projects and studies of special topics closely related to existing areas of concentration within New Media, Art & Technology.

NMAT-G 346 Classics in Philosophy of Art (3 cr.) P: 3 cr. of Philosophy. Readings from ancient to contemporary

philosophers on the definition of art, the nature of beauty, the relationship of art to society, and other related topics. This course must be taken on the IU Kokomo campus.

NMAT-G 398 Internship In New Media, Art & Technology (1-3 cr.) P: Consent of the instructor. The Internship in New Media, Art, & Technology has two components: the service-learning portion, where you work on location in your internship (40 hours/1 credit); and the academic portion, where you earn a grade and receive credit toward your degree.

NMAT-G 405 Concepts and Images (3 cr.) This advanced study course covers the understanding and use of critical theory in the contemporary world. Questions such as, in what ways does theory help in thinking and understanding the world. This course will explore, through the visual arts, contemporary critical theory and how we use it to be better thinkers, writers, students, and citizens of the world.

NMAT-G 411 New Media Theory (3 cr.) P: ENG-W 131. This course examines various theories of new media communication and its effects on the world. Theories of design, criticism and computer-mediated communication will be explored. After taking this course, students should be able to critique new media and their societal effects.

NMAT-G 491 Professional Practices (3 cr.) P: Junior or higher status or instructor approval. Senior Seminar is the culminating capstone course for students majoring in New Media, Art, and Technology. This course marks the end of your undergraduate experience and, as such, asks you to reflect upon your undergraduate experience, demonstrate the academic abilities you have gained over the course of your academic career, and prepare for the next stages of your professional and educational life.

NMAT-G 499 Senior Thesis Capstone (1-3 cr.) Centers around the senior thesis exhibition. A body of work that is conceived, proposed, researched, developed, critiqued, reviewed, and exhibited in the annual spring senior thesis exhibition.

NMAT-H 258 History of Graphic Design (3 cr.) Explore how the technologies used in graphic design have evolved, and research the consequences of those changes.

NMAT-H 358 Fierce Women and Political Art (3 cr.) The study of the creative works of women that are socially engaged, politically subversive, and sometimes branded as "dangerous" by the dominant culture. Special attention will be given to issues of social inequality and political justice.

NMAT-S 100 Fundamental Studio Drawing (3 cr.) This course is designed to introduce the drawing student to the foundation principles of drawing from observation. Through direct observation of objects, interiors, and figures students will explore different materials. Proportion, structure and composition will be covered. Students in this class work with graphite pencils, charcoal, conte crayon and pen. Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 110 Fundamental Studio-2D (3 cr.) This course will involve a comprehensive study of design elements and principles as basic means of organizing two-dimensional

space. There will be an emphasis on inventiveness and an exploration of many media.

NMAT-S 112 Fundamental Studio-3D (3 cr.) Volume, space, material, and physical properties studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling and casting. Materials that will be used are wood, plaster, metal and found objects.

NMAT-S 200 Drawing II (3 cr.) P: S 100 Fundamental Studio Drawing. This course is designed to expand upon the drawing student's knowledge of foundation principles of drawing from observation. Through the exploration of materials and direct observation of objects, interiors, and figures students will create advanced drawing projects. Students in this class work with colored pastels, pen and ink and colored pencils. Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 230 Painting I (3 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques using acrylic paint, discovering how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting.

NMAT-S 240 Introduction to Printmaking Media (3 cr.) This course will provide an introduction to the basic techniques of Monotype, Relief, Intaglio, and Silkscreen Printmaking. The course will provide the beginning student with the basic terminology of printmaking and an understanding of contemporary prints.

NMAT-S 260 Ceramics I (3 cr.) This course is designed to introduce students to the basic skills of ceramics. You will learn how to manipulate clay in various ways to create 3D works of art. Projects are designed to introduce skills with allowance for creative thought and personal input.

NMAT-S 270 Sculpture I (3 cr.) This course deals with the contemporary practice of object making & sculptural theory. The instructor will explore the possible visual and sculptural outcomes of working with processes and materials.

NMAT-S 300 Drawing III (3-6 cr.) P: S 200. This course is designed to advance the drawing student's knowledge of materials and principles through experimentation and investigation of one's own research. Through the exploration of materials and research of subject matter the student will create advanced drawing projects. Students in this class work with non-traditional drawing materials and tools. Students will be encouraged to find their own personal expressive creativity through various assignments.

NMAT-S 302 Advanced Drawing (3-6 cr.) This course is designed to train the advanced art student the foundation of drawing from the human figure. Through direct observation of live models and anatomical drawing aids will help the students learn to sight and translate. Proportion and structure will be stressed. Gesture, line

quality, value, composition, and human anatomy will be studied. A variety of techniques and approaches to drawing will allow each student to find their own personal expressive creativity. Conceptual figurative issues will be considered in the work in the last part of the semester.

NMAT-S 322 Exploration of Materials and Process (3-6 cr.) P: NMAT-F 203 This course will explore diverse art mediums and ways of working. The student may use printmaking, clay, metal, plastics, sculpture, photography and drawing in mixed media projects. The projects will involve different methods of working including intentional and intuitive methods of planning as well as collaborative works. The elements and principles of design will be infused within the objectives of the projects.

NMAT-S 330 Painting II (3-6 cr.) In this course you will work throughout the semester learning and practicing observational painting techniques discovering how the artist creates and composes a well-rounded painting using oil paints. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express yourself through painting.

NMAT-S 340 Intaglio Printmaking (3-6 cr.) This course will provide intermediate studies in Intaglio Printmaking. The course will build on the basic terminology and techniques of printmaking studied in NMAT-S 240. There will be a continued focus on the study of contemporary prints.

NMAT-S 342 Relief Printmaking (3-6 cr.) P: NMAT-S 240. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and color reduction printing with linoleum and wood. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints.

NMAT-S 344 Silkscreen Printmaking (3-6 cr.) This course will provide intermediate studies in Printmaking with an introduction to the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in NMAT-S 240, but it could be taken without previous printmaking experience. There will be a focus on the study of contemporary prints and printmaking.

NMAT-S 350 Community Art Projects (1-3 cr.) This variable credit studio course will allow students to partner with local not-for-profit agencies and businesses to complete art projects including but not limited to murals and public sculptures. Under the direction of the faculty member, students will work with community members to establish a project plan including designs and materials budget.

NMAT-S 360 Ceramics II (3-6 cr.) This course is designed to introduce students to the basic skills of wheel throwing. You will learn how to manipulate clay on the wheel to make vessels. Handles and learning how to trim and cut a foot are also a major skill that will be perfected

in this semester. Projects are designed to introduce skills with allowance for creative thought and personal input.

NMAT-S 370 Sculpture II (3 cr.) P: NMAT-S 270. This course deals with the contemporary practice of object making & sculptural theory. The instructor will explore the possible visual and sculptural outcomes of working with processes and materials.

NMAT-S 372 Sculpting the Human Form (3 cr.)

P: NMAT-S 470 or permission of instructor. Instruction in the principles of modeling the human figure and achieving a basic proficiency in three-dimensional form--including study of the balance and proportion of the human figure.

NMAT-S 430 Painting III (3-12 cr.) P: NMAT-S 230 Painting I, NMAT-S 330 Painting II. In this course you will work throughout the semester advancing your observational painting skills while combining abstract images and practicing how the artist creates and composes a well-rounded painting. It is the goal of this course to provide, in addition to the skill and knowledge necessary to make dynamic paintings, a background in aesthetics and history. Each student is expected to build upon a good foundation of drawing, design and color theory, with interest in the craft of materials, and the challenge to creatively express your ideas through painting.

NMAT-S 432 Advanced Painting (3-12 cr.) P: NMAT-S 230 Painting I, NMAT-S 330 Painting II, NMAT-S 430 Painting III. This is an advanced course in the use of photography and cinematography. The recent developments in digital cameras and the inclusion of video capabilities are compelling. The ability to use still and moving images are at the core of the cultural communications milieu and require our attention. This course will explore the creative use of the digital image in still and moving formats. Emphasis will be on the possibilities provided by this advanced technology and the growing sets of delivery options available. Students will learn to think and adopt creative approaches to photography and cinematography/videography through a set of challenging class projects, exercises, demonstrations, and presentations.

NMAT-S 442 Advanced Printmaking (3-12 cr.)

P: NMAT-S 240 Basic Printmaking Media, 300-level printmaking course. This course will build on the basic printmaking techniques studied in the Introduction to Printmaking Media. It will provide advanced studies in Relief Printmaking with a focus on multiple block printing and large scaled prints. The course will build on the basic terminology of printmaking studied in the introductory course and will include a focus on contemporary prints.

NMAT-S 444 Advanced Silkscreen Printmaking (3-12 cr.)

P: NMAT-S 240 Basic Printmaking Media, NMAT-S 344 Silkscreen Printmaking. This course will provide advanced studies in Printmaking with a focus on the techniques of Silkscreen Printmaking. The course will build on the basic terminology and techniques of printmaking studied in NMAT-S 240 and NMAT-S 344. There will be a focus on the study of contemporary prints and printmaking.

NMAT-S 460 Ceramics III (3-12 cr.) P: NMAT-S 260 Ceramics I, NMAT-S 360 Ceramics II. This course is designed to advance students in skills of the ceramic arts.

You will learn how to incorporate molds into your body of work. Slip casting will also be a major focus in this class and how you transform these casts into a body of work will make up the majority of the projects. Projects are designed to introduce skills with allowance for creative thought and personal input.

NMAT-S 470 Sculpture III (3 cr.) P: NMAT-S 270, NMAT-S 370 This course deals with the contemporary practice of object making & sculptural theory. The instructor will explore the possible visual and sculptural outcomes of working with processes and materials.

NMAT-S 472 Advanced Sculpture (3-12 cr.) (previously FINA-S 472) P: NMAT-S 270, NMAT-S 370, NMAT-S 470. This is an advanced course in object making and contemporary practices. This is an advanced course for juniors and seniors who are specializing in sculpture/object making in there degree and thesis for graduation.

NMAT-S 332 Plein Air Painting (3 cr.) P: NMAT-S 230 - Painting I. Landscape painting on location throughout the surrounding region--including investigation of color, light, application of materials, and linear and atmospheric perspective.

NMAT-W 201 Introduction to New Media (3 cr.) P: ENG-W 131. This course is an introduction to New Media. Through readings and projects, students learn basic principles of web sites and other online communication, focusing on creating content, developing designs, and producing graphics. Particular attention is paid to learning web site creation and management software.

NMAT-W 235 Web Design I (3 cr.) Teaches basic principles of web design and gives students practice creating sites using these principles through contemporary markup language.

NMAT-W 265 JavaScript I (3 cr.) This course introduces students to the JavaScript programming language as a basis for creating interactive and time-based web design. Students will focus on client-side web programming and will learn how to create highly dynamic and interactive web pages.

NMAT-W 305 Art With Robotics (3 cr.) This course will explore human computer interaction through the intersection of physical and software based art. Students will work with contemporary issues and problems in the arts and technology through the investigation into the digital nature of the computing object.

NMAT-W 345 Programming for Artists (3 cr.) P: NMAT-W 245. Teaches intermediate principles of web design and gives students practice creating sites using these principles and common website creation tools. Students should learn to produce professional-quality websites.

NMAT-W 365 JavaScript II (3 cr.) This course discusses server-side Web programming using the PHP programming language. Through a detailed discussion of programming fundamentals, students will develop a comprehensive understanding of the server-side aspects of developing interactive Web applications. This course also offers an introductory overview of interfacing web applications with relational databases. Students are expected to develop real-world server-side Web applications.

NMAT-W 445 Advanced Web Design (3 cr.) This course teaches advanced principles of web design and gives students practice creating sites using these principles and common website creation tools. Students will produce high-quality professional level websites.

NURS-B 222 Comprehensive Nursing Health Assessment and Practicum (5 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 223 Promoting Healthy Populations and Practicum (4 cr.) This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities. Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population-based care in community-based settings, giving consideration to the perspective of those being served.

NURS-B 237 Promoting Healthy Populations for Second Degree (3 cr.) This course for second degree students focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to ethics, scope and standards of nursing practice, roles of health team members, components of professional practice and leadership.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.) This course focuses on the fundamentals of nursing from a theoretical evidence base. Students will gain a knowledge base for, and have an opportunity to apply fundamental nursing concepts, skills and the nursing process. The evidence-based knowledge gained forms a basis for clinical reasoning and decision-making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected

medications that are used to treat or manage disease with an application to nursing practice.

NURS-B 304 Health Policy (3 cr.) Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined, emphasis is placed on the impact of policy decisions of professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine inter- and intra-professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

NURS-B 334 Transitional Care of Families and Populations (5 cr.) P: All nursing sophomore-level and junior 1-level courses (3 cr didactic/2 cr clinical) Using childbearing families as an extensive exemplar, this course focuses on community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high-risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 344 Comprehensive Health Assessment (3 cr.) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of diseases across the lifespan. Students learn the skills of interview, inspection/palpation, percussion, and auscultation in assessing clients across the lifespan and comparing normal from abnormal findings.

NURS-B 403 Aging with Dignity (3 cr.) This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing. Note: some sections of this course are restricted to RN to BSN students.

NURS-B 404 Informatics (3 cr.) This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-B 444 Nursing Intensive: Managing Health and Illness Across Care Environments (4 cr.) Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns.

NURS-D 615 Performance Improvement and Patient Safety in Health Systems (3 cr.) This course prepares students to lead the development, implementation, and

evaluation of performance improvement and patient safety initiatives for patient populations across a variety of health systems. Performance improvement science, quality and safety theories, selection of appropriate process and outcomes measures, and principles of organizational learning are emphasized.

NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr.) This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment. (Instructor consent required)

NURS-F 578 Primary Health Care of Families (6 cr.) (2 cr. didactic, 4 clinical for FNP majors [375 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion. (Admission to the FNP program required)

NURS-F 580 Primary Care I: Acute Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to health promotion and common acute illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of family and community. (Admission to the FNP program required)

NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care, with a focus on increasingly complex health problems. Individual health-illness processes are applied within the context of health promotion for the family and community. (Admission to the FNP program required)

NURS-F 582 Primary Care III: Chronic and Complex Illness Processes (3 cr.) (3 cr. hrs.--2 didactic, 1 clinical for FNP majors [75 practice hours at a medical practice for the semester to be scheduled based on practice site availability]) This course examines theory-guided, evidence-based advanced nursing practice approaches to chronic and complex illness processes of individuals across the lifespan within primary care. Individual health-illness processes are applied within the context of health promotion for the family and community. (Admission to the FNP program required)

NURS-H 355 Data Analysis in Practice and Health Care Research (3 cr.) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted

are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care. Note: some sections of this course are restricted to RN to BSN students.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.) P: All nursing sophomore-level courses. (3 cr. didactic/2 cr. clinical) This course focuses on nursing care management of individuals and families experiencing acute and chronic problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr.) P: All nursing sophomore-level and junior 1-level courses. (3 cr. didactic/2 cr. clinical) This course builds on H356 Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-H 401 Pediatric Synthesis (1/01/2021) (1 cr.) This course addresses the specific needs of the pediatric population who are experiencing acute and chronic health problems using a patient and family centered approach. Emphasis will be placed on growth and development, family centered care, and the inter-professional approach to the care of this population.

NURS-H 476 Clinical Nursing Care 4: Complex Processes (5 cr.) The primary focus is on the nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

NURS-I 630 Introduction to Nursing Informatics (3 cr.) This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes clarification of the concepts of nursing, technology, and information management. In addition, the course also explores the theoretical underpinnings of nursing informatics and the practice of nursing informatics.

NURS-K 301 Complementary Health Therapies (3 cr.) This course is designed to introduce the student to non-mainstream health care therapies. The course will serve as an introduction to a variety of therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology and massage, to name a few. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 304 Nursing Specialty Elective (3 cr.) This course allows the RN to BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through authentication for course credit. National specialty standards will be used to determine eligibility for course credit. This course is restricted to RN to BSN students only.

NURS-K 305 New Innovation in Health and Health Care (3 cr.) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format. Note: some sections of this course are restricted to RN to BSN students.

NURS-K 415 Special Needs Children in the Community (2-4 cr.) This course focuses on children with special health needs in the community setting. Concepts of growth and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course.

NURS-K 432 Korean Culture and Healthcare (1 cr.) This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.) P: Must be a student in good standing in the IU School of Nursing, successful completion of NURS-K 432, and be selected to participate. This 2-week cultural immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory, clinical, cultural and leisure time activities with Korean students.

NURS-K 434 Current Trends in Global Health Nursing (3 cr.) This dynamic course provides learning opportunities for global health issues that contribute to health disparities and ways in which healthcare workers are striving to address them. Priority is given to healthcare issues highlighted by the World Health Organization including infectious and chronic illness, women's health, environmental impacts and disaster response.

NURS-K 435 A Multidisciplinary Approach to Rehab (3 cr.) This course is designed to introduce the student to a multidisciplinary approach to rehabilitation that can be used across all settings. The class will highlight the role of each discipline, including the physiatrist, nurse, physical therapist, occupational therapist, speech/language therapist, respiratory therapist, dietician, psychologist, chaplain, program director, patient care technician and discharge planner as well as demonstrate how using a multidisciplinary approach will lead to better patient outcomes. The course will challenge the critical thinking of the student to consider this approach in common rehab diagnoses including but not limited to stroke, brain injury, spinal cord injury, joint replacements, etc.

NURS-K 437 Nurse Preceptor (3 cr.) This course focuses on the nurse as preceptor and role model in educating new and future nurses in the clinical setting. Preceptor competencies, clinical models, teaching /

evaluation strategies, and learning theories will be explored. This course also addresses the benefits of precepting and the importance of lifelong learning.

NURS-K 440 Critical Care Elective (2 cr.) P: Sophomore and junior level courses. Students will hear presentations and participate in discussions related to critical care concepts and hemodynamic monitoring.

NURS-K 441 Critical Care Clinical (2 cr.) Students will participate in a preceptored critical care clinical experiences and simulations to promote critical thinking. Students are selected for this practicum.

NURS-K 490 Clinical Nursing Elective (1-6 cr.) P: Consent of instructor. Planned and supervised clinical experience in an area of concentration. Course is S/F graded.

NURS-K 492 Nursing Elective (1-6 cr.) P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

NURS-K 499 Genetics and Precision Health (3 cr.) This course introduces nurses to genetics and genomics. The role of the nurse; genetic basis of selected alterations to health across the lifespan; precision medicine/epigenetic treatments; and ethical, legal, cultural and social issues in genetic health care are examined from a nursing perspective. Note: some sections of this course are restricted to RN to BSN students.

NURS-L 230 Health Care Delivery Systems (3 cr.) Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing, including the electronic health record, information technology in healthcare, and information literacy.

NURS-L 420 Leadership in Health Care Delivery (3 cr.) This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy and study information management. Students explore the use of healthcare data and research evidence in quality improvement and change initiatives.

NURS-L 430 Leadership in Healthcare Delivery (5 cr.) This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, study information management, and employ processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS-L 530 Legal Environment of Health Care (3 cr.) This course further develops the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. This is accomplished through a variety of experiences including formal lecture, seminars, clinical experiences, and independent study.

NURS-L 574 Administrative Management (3 cr.) This course encompasses concepts, theories, perspectives, and research relevant to administration of nursing services. Emphasis on management principles and organizational processes related to patient care delivery

systems. Examines contemporary literature in nursing and business.

NURS-L 579 Nursing Administration Practicum (1-6 cr.) This course is a practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes Web-supported communication. P: Must complete all core and administration track courses except NURS-R 590 Scholarly Project which can be taken concurrently to after completion of the practicum.

NURS-L 671 Financial Management (3 cr.) This course is designed to inform nurses of the concepts and principles related to budget preparation and fiscal management of a nursing unit or division. Constructs to be examined include the following: methods of obtaining personnel input, estimating costs, and cost justification.

NURS-N 502 Nursing Theory (3 cr.) This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course is designed to address organizational and leadership knowledge and skills required to advance health outcomes and influence policy. Key leadership issues and challenges affecting all advanced nursing practice roles will be examined within the context of developing leadership and advocacy skills.

NURS-N 610 Advanced Healthcare Quality and Safety Concepts (3-4 cr.) This course is based on a practice analysis of healthcare quality and safety professionals. It is designed to build on earlier courses in the MSN curriculum. Major course topics include organizational leadership; regulatory, accreditation, and external recognition; staff education and training; healthcare analytics; advanced performance improvement; and patient safety.

NURS-N 611 Advanced Healthcare Leadership Concepts (2 cr.) This course is based on a practice analysis of advanced healthcare leadership concepts. Major course topics include advancing Leadership and Management, Innovation, Healthcare Environment, Program Evaluation and Research, Regulatory Issues, and Population Health.

NURS-P 345 Pharmacology (3 cr.) This course focuses on principles of pharmacology for professional nursing practice. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-P 505 Population Health (4 cr.) This course is an overview of population health practices addressing the prioritized healthcare needs of populations, emphasizing vulnerable populations and social determinants of health, focusing on improving access and quality of care. An introduction to population health, clinical prevention/health promotions, current clinical practices, and health systems/policy will also be explored.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) This course focuses on nursing research

and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-R 470 Clinical Baccalaureate Nursing Capstone (3 cr.) This course allows students to synthesize knowledge skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-R 500 Nursing Research (3 cr.) This course provides a survey of research in nursing, including critique of research literature, research designs, sampling, data collection and measurement strategies, relation of research and theory, development of researchable problems, and theory utilization.

NURS-R 505 Measurement and Data Analysis (3 cr.) This course analyzes principles and application of data analysis, descriptive, inferential, and multivariate statistics. Considers the research purpose and phenomenon under study as determinants of measurement techniques and data analysis. The purpose, assumptions, and limitations of statistics will be presented. Tools and techniques for data presentation and analysis will be utilized. Introductory Item Response Theory will be explored. These topics will be considered from the perspective of research in nursing and health care.

NURS-R 590 Scholarly Project (3 cr.) This course is a guided experience in identifying a researchable nursing problem and in developing and implementing a research proposal.

NURS-S 410 Emergency Preparedness and Disaster Response (3 cr.) This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/ emergency response preparedness, leadership principles, decision-making, and recovery training measures for health care providers devoted to supporting community disaster resilience.

NURS-S 420 Care Coordination in Transitions of Care (3 cr.) Students will synthesize knowledge and skills relevant to care coordination to ensure smooth care transition. Students will develop an understanding of the role of the RN as a member of an interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 474 Applied Healthcare Ethics (2-3 cr.) Building on the ANA Code of Ethics, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution are applied.

NURS-S 475 A Multi-System Approach to the Health of the Community: RN to BSN (3 cr.) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and

populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community. This course is restricted to RN to BSN students only.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)

C: NURS-S 481, NURS-S 482, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 487 Nursing Management: RN to BSN (3 cr.)

This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development. This course is restricted to RN to BSN students only.

NURS-S 488 Nursing Synthesis (2 cr.) Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

NURS-S 491 NCLEX-RN Preparation (3 cr.)

P: Completion of Senior 1 Nursing Courses In this course the students will review the knowledge and skills acquired throughout the program as they complete a national NCLEX_RN Preparation course. The student will attend a 3-day live NCLEX Review program followed by a Virtual Review Program with an online coach. The Virtual Review will cover all of the BSN curriculum content.

NURS-T 615 Curriculum in Nursing (3 cr.) This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

NURS-T 617 Evaluation in Nursing (3 cr.) This course integrates concepts of assessment and evaluation into a nursing framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

NURS-T 619 Computer Technologies for Nurse Educators (3 cr.) This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

NURS-T 670 Teaching in Nursing (3 cr.) This course provides seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

NURS-T 675 Nursing Elective (3 cr.) This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of nursing education.

NURS-T 679 Nursing Education Practicum (3 cr.)

A practicum experience designed for application, demonstration and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor supervised experiences.

NURS-Y 510 Advanced Practice Nursing Concepts I (3 cr.)

Analyzes selected nursing clinical concepts and related research with a focus on practice, ethics, professional role development, human diversity and social issues as well as health promotion and disease prevention. Relationship of concepts to advanced practice models is explored.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr.)

P: Acceptance to MSN. This course provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults. (Instructor consent required)

NURS-Y 520 Advanced Practice Concepts 2 (3 cr.)

This course analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics and the impact of quality and safety on these concepts. Relationship of concepts to advanced practice models is explored.

NURS-Y 535 Dynamics of Family Health Care (3 cr.)

This course provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies. (Admission to the FNP program required)

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.)

P: Acceptance to MSN. This course focuses on pharmaceuticals, pharmacokinetics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. This course builds on and advances understanding of anatomy, physiology, pathophysiology, physical assessment, microbiology, and pharmacology. Additionally, it emphasizes the history and foundational concepts related to pharmacotherapeutics, application of pharmacotherapeutic principles, and synthesis of pharmacotherapeutics for advanced practice nursing. (Instructor consent required)

NURS-Y 620 Advanced Primary Care and Office Management Procedures (3 cr.)

This course introduces students to advanced practice concepts and procedures related to the care of clients in the primary care setting. In addition, students are introduced to documentation and professional relationship-building skills necessary for advanced practice nurses (APNs) in the primary care setting. (Admission to the FNP program required)

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)

P: Consent of instructor. Planned and supervised clinical experiences in the area of the student's major interest. S/F graded.

NURS-Z 492 Individual Study in Nursing (1-6 cr.)

P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

OCTH-K 320 Introduction to Occupational Therapy (3 cr.)

In this foundational course, students learn about the scope and delivery of occupational therapy services, including the role of OT and OTA, relevant legal and ethical implications, standards of practice, aspects of professional practice, and historical roots of the field.

OCTH-K 331 Documentation and Professional Communication in Healthcare (3 cr.)

Students will learn professional communication and collaboration, including completing an occupational profile, professional documentation, and collaborative skills for communication with clients, occupational therapists, and interdisciplinary team members. Additional consideration for virtual platforms and the delivery of telehealth services will be incorporated, with an emphasis on quality and safety.

OCTH-K 341 Therapeutic Intervention I: Fundamentals of OT Practice (3 cr.)

This lecture and lab course introduces core skills needed by occupational therapy assistants across a variety of practice settings, including virtual environments. Students will learn activity analysis, grading of activities for therapeutic benefit, assistive devices, transfers and functional mobility, safety considerations, and assessment of vital signs.

OCTH-K 342 Therapeutic Intervention II: Group Processes and Therapeutic Use of Self (3 cr.)

Students in this lecture and lab course will learn the concepts and principles of group theory and therapeutic relationships, with a focus on group interventions. Students will explore cultural considerations and their influence on valued occupations and performance.

OCTH-K 350 Health and Wellness for Individuals and Populations (3 cr.)

This course examines the prevention and management of chronic diseases and conditions for various populations and individuals and focuses on the role of occupational therapy in health promotion. Students will learn about social determinants of health, including their impact on function and health.

OCTH-K 355 Applied Kinesiology for Occupational Therapy Assistants (3 cr.)

This lecture and lab course involves the study of the mechanics of human movement as it pertains to occupational performance, health, and wellness. Students will learn how to assess and provide intervention for joint range of motion, muscle strength, and posture. Environmental adaptations and ergonomic principles will be considered.

OCTH-K 360 Mental and Behavioral Health Practice for Occupational Therapy Assistants (3 cr.)

Students in this lecture and lab course will learn about the delivery of occupational therapy services in promoting mental and behavioral health across the lifespan. Additional considerations will include psychiatric and substance-use disorders. Students will additionally learn about cognitive, psychosocial, and sensory

interventions using an occupation-based and trauma-informed approach.

OCTH-K 365 Evidence-Based Practice for Occupational Therapy Assistants (3 cr.)

In this course, students will learn to appraise quality of professional literature and in collaboration with the occupational therapist, integrate evidence into the delivery of occupational therapy services, quality management, and improvement. This also includes examining the development and use of theory, models, and practice frameworks in practice.

OCTH-K 371 Occupational Performance of Infants and Children (4 cr.)

This lecture and lab course focuses on infant and childhood development as it pertains to occupational performance and participation. Students will learn about common conditions and treatments, theories, models, and frameworks that influence the delivery of occupational therapy services, assessment, and intervention strategies using a family-focused perspective.

OCTH-K 381 Level IA OTA Fieldwork and Seminar (1 cr.)

Students will develop clinical reasoning, reflective practice, and the values that enable professional practice under professional supervision. Instruction may include simulation, standardized patients, and supervised OTA care in a practice environment.

OCTH-K 382 Level IB OTA Fieldwork and Seminar (1 cr.)

Students will develop clinical reasoning, reflective practice, and the values that enable professional practice under professional supervision with a focus on psychosocial factors and the role occupational therapy assistants can have. Instruction may include simulation, standardized patients, and supervised OTA care in a practice environment.

OCTH-K 432 Management, Leadership, and Advocacy for Occupational Therapy Assistants (3 cr.)

Students will examine management, leadership, and professional advocacy principles as it applies to the delivery of services. This includes considerations for supervision, staffing, billing, strategic planning, and the consultative process.

OCTH-K 465 Occupational Therapy Assistant Capstone I (1 cr.)

In this course, students will identify a senior project that concentrates on their professional interests as an OTA practitioner. Students will develop a plan for implementing their chosen projects under the mentorship of a faculty member, including establishing outcomes, action steps, and methods to evaluate and complete the project.

OCTH-K 466 Occupational Therapy Assistant Capstone II (2 cr.)

In this course, students will complete a senior project in an approved area of clinical practice skills, administration, leadership, advocacy, and/or education. Students revise and implement their plan and evaluate the outcomes of their projects. Students are expected to disseminate the results of their capstone projects.

OCTH-K 472 Occupational Performance of

Adolescents and Adults (4 cr.) This 8-week lecture and lab course focuses on the occupational performance of adolescents and adults, including examining common

conditions, theories, models, and frameworks the influence the occupational therapy process, assessment, and intervention strategies using a client-centered occupation-based approach.

OCTH-K 473 Occupational Performance of Older Adults (4 cr.) This lecture and lab course focuses on the occupational performance of older adults, including examining common conditions, theories, models, and frameworks the influence the occupational therapy process, assessment, and intervention strategies using an occupation-based client-centered approach.

OCTH-K 483 Level IIA Applied Fieldwork (5 cr.) Students will expand and apply their knowledge from didactic coursework and previous FW experiences in an immersive 8-week onsite clinical FW experience under the supervision of an occupational therapy practitioner.

OCTH-K 484 Level IIB Applied Fieldwork (5 cr.) Students will expand and apply their knowledge from didactic coursework and previous FW experiences in an immersive 8-week onsite clinical FW experience under the supervision of an occupational therapy practitioner.

OCTH-K 490 Specialty Considerations in Practice for Occupational Therapy Assistants (2 cr.) This course allows for an examination of specialty considerations within occupational therapy practice with topical focus areas identified by the instructor.

OCTH-K 443 Therapeutic Intervention III: Orthotics, Prosthetics, and Physical Agent Modalities (3 cr.) Students will learn theory and practical aspects of orthotic fabrication for different medical conditions and applications of physical agent modalities. Students will also learn about prosthetics, seating and wheelchair considerations, and other assistive technologies.

PAHM-B 311 Systems of Health Care Delivery (3 cr.) Students examine the U.S. health delivery systems and its components. The focus of this course is on the current and potential future health services systems and their components. In addition, common leadership and management models/theories, communication styles, use of technologies in health care and documentation of patient/family/community health problems, the developing electronic health record, and impact of culture on the components of the system and on health care providers-patients/families/healthcare provider interactions are discussed.

PAHM-B 352 Performance Improvement in Health Management (3 cr.) P: 30 + credit hours. This course provides the fundamental concepts of quality management in health care systems and the essential tools, to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments, to create a more meaningful student experience, useful in your future endeavours.

PAHM-B 371 Human Resource Management in Health Care (3 cr.) Human resource management in the health care system. Including planning, staffing, development,

performance appraisal, job design development and analysis.

PAHM-B 415 Healthcare Operations Management (3 cr.) This course is designed for those individuals with healthcare experience who are currently or striving towards healthcare management positions. In addition, it will provide basic knowledge of many crucial aspects of healthcare operations management as a foundation or preparatory course for graduate level courses in this field.

PAHM-B 499 Health Management Capstone (1-3 cr.) P: Senior in BAS graduating within calendar. The main purpose this course is to provide the culminating, integrative curricular experience for students in the Bachelor of Applied Science degree Health Management Track. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills.

PAHM-F 499 Individualized Industry Capstone (3 cr.) The purpose of this course is to provide a culminating, integrative curricular experience for students. The capstone is designed to challenge students. The capstone is designed to challenge students to reflect and integrate education and personal experiences with the goal of developing their personal and professional growth.

PAHM-H 305 Food and Beverage Operations (3 cr.) Explores the management of food and beverage operations. Topics include menu selection, service styles, delivery outlet, safety and guest/ client relations.

PAHM-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PAHM-H 352 Healthcare Finance I (3 cr.) A study of the financial management of health care facilities, based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PAHM-H 354 Health Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PAHM-H 355 Economics of Health Care (3 cr.) Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students in economics to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. We will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing

the importance of health for development and some basic economic evaluation techniques.

PAHM-H 365 Health Services Practicum (1-3 cr.) The Health Services Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PAHM-H 402 Hospital Administration (3 cr.) The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement will be examined.

PAHM-H 411 Long-Term Care Administration (3 cr.) Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.

PAHM-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PAHM-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course will discuss policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/ health care facility environment, such as third-party payments and federal assistance.

PAHM-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PAHM-H 456 Health Care Reimbursement (3 cr.) Course examines the organizational structures of managed care as used in the health industry. The strengths and weaknesses of managed care organizations are examined, as well as the performance of both public and private managed care organizations. Course also examines and discusses current issues surrounding managed care.

PAHM-H 474 Health Administration and Policy (3 cr.) This course examines healthcare decision-making challenges from managerial perspective and explores broader policy issues associated with ethical problems in healthcare institutions. It provides an overview of general

theories of ethical challenges and policy implications in everyday managerial activities.

PAHM-H 509 Financial Management Principles of Healthcare (3 cr.) Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PAHM-H 514 Health Economics (3 cr.) Examines the principles and applications of economic analysis in the health field; the economist's approach to health care issues, and provides insights offered by economic analysis of specific health issues and problems.

PAHM-H 515 Seminar in Health Policy: Special Topic (3 cr.) Exploration of health policy topics from economic, financial, sociological, political and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments.

PAHM-H 612 Marketing for Health Services Delivery (3 cr.) The course provides a working knowledge and the skills required to market health services. Health institution-based projects are emphasized.

PAHM-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PAHM-M 366 Leadership for Health Professionals (3 cr.) This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

PAHM-V 130 Current Topics in Public Affairs (1-3 cr.) Readings and discussion of current public affairs issues and problems. May be repeated for credit.

PAHM-V 171 Introduction to Public Administration (3 cr.) Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.) This course provides a broad overview of the U.S. nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations, and looks at current challenges that the sector faces.

PAHM-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and, in particular, problems of management in a democratic, limited government system.

PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

PAHM-V 362 Nonprofit Management and Leadership (3 cr.) Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy-makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

PAHM-V 366 Managing Behavior in Public Organizations (3 cr.) This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

PAHM-V 368 Managing Government Operations (3 cr.) P: PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, and inventory assignment, transportation, and replacement decisions.

PAHM-V 370 Research Methods and Statistical Modeling (3 cr.) This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

PAHM-V 372 Government Finance and Budgets (3 cr.) Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

PAHM-V 373 Human Resource Management in the Public Sector (3 cr.) The organization and operation of public personnel management systems, with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

PAHM-V 376 Law and Public Policy (3 cr.) The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

PAHM-V 378 Policy Processes in the United States (3 cr.) Course content includes analytical perspectives of the policy process, the centers of policy, and the public

interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.) This course provides an overview of program evaluation as it relates to public affairs, criminal justice, health policy, and environmental science with particular emphasis on measuring program outcomes. The course is designed for students who envision themselves working in management, policy-making, or research roles.

PAHM-V 380 Internship in Public and Environmental Affairs (1-9 cr.) P: Consent of instructor. Open to interested majors upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. This course is graded S/F (satisfactory or fail).

PAHM-V 386 Case Studies for Policy Analysis (3 cr.) This course focuses on analyzing case studies of public policies using a variety of disciplinary perspectives, including application of the principles and concepts of intermediate microeconomic theory.

PAHM-V 387 Public Administration and Emergency Management (3 cr.) An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

PAHM-V 405 Public Law and the Legislative Process (3 cr.) This course focuses on Congress as a policy-making body in the U.S. public law system. It covers the constitutional framework for congressional operations, as well as technical aspects of the legislative process such as bill drafting and analysis, the role of leadership, and the prerogatives of individual members.

PAHM-V 412 Leadership and Ethics (3 cr.) This course is designed to examine the complex leadership issues and challenges facing communities and to explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when making decisions must be considered within an ethical framework.

PAHM-V 443 Managing Workforce Diversity (3 cr.) The composition and nature of the workforce is changing. Managers must decide how to accommodate real differences among the members of their organizations. This course seeks to provide information for practitioners who hope to integrate an understanding of workforce diversity into their management style and professional behavior.

PAHM-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

PAHM-V 460 Intergovernmental Relations (3 cr.) Overview of the dynamics of multi-organizational governance in the United States. Examination of federal and other systems. Structure and operations of

intergovernmental programs and the role of managers within these systems.

PAHM-V 473 Management, Leadership, and Policy (3 cr.) This course seeks to integrate learning across the public affairs curriculum. Students will review and reflect about their learning in management, leadership, and policy. Experiential methods service learning, projects, cases, and exercises – will be used to help students apply theory, concepts, and skills.

PAHM-V 502 Public Management (3 cr.) Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

PAHM-V 504 Public Organizations (3 cr.) This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.) Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

PAHM-V 509 Administrative Ethics in Public Sector (3 cr.) Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle blowing. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

PAHM-V 512 Public Policy Process (3 cr.) An examination of the role of the public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

PAHM-V 517 Public Management Economics (3 cr.) This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

PAHM-V 525 Management in the Nonprofit Sector (3 cr.) P: PAHM-V 521. An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

PAHM-V 540 Law and Public Policy (3 cr.) Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens' rights, among others.

PAHM-V 543 Health Services Management (3 cr.) A course that integrate theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

PAHM-V 550 Topics in Public Affairs (3 cr.) Selected research and discussion topics organized on a semester-by-semester basis usually with significant student input in the course design.

PAHM-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

PAHM-V 560 Public Finance and Budgeting (3 cr.) The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

PAHM-V 561 Public Human Resources Management (3 cr.) Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

PAHM-V 562 Public Program Evaluation (3 cr.) Examination of how the program of public agencies is proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

PAHM-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

PAHM-V 585 Practicum in Public Affairs (1-9 cr.) Students hold work assignments with public agencies. Grading is on an S/F basis.

PAHM-V 631 Health Planning (3 cr.) A workshop in analysis and use of health data in a planning context. Course deals with the planning process and methods with an emphasis on systems theory. Class project or plan is developed and presented and defended in a simulated public hearing format.

PAHM-W 314 Ethical Practices for Allied Health Professionals (3 cr.) Ethics for Health Professionals provides a thorough grounding in ethical theories and principles as reflected in current health care issues and policies. Students are introduced to a variety of frameworks for ethical decision-making and policy analysis. Current trends in the political, economic, and legal spheres of the contemporary health care arena are

analyzed through the use of case studies, articles and video presentations.

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics in epistemology and metaphysics, and in philosophy of religion. Major emphases appear in the Schedule of Classes.

PHIL-P 105 Critical Thinking (3 cr.) Development of critical tools for the evaluations of arguments through informal logic, with special attention to logical fallacies and the distinction between inductive and deductive arguments.

PHIL-P 140 Elementary Ethics (3 cr.) Philosophers' answers to ethical problems (e.g., the nature of good and evil, the relation of duty to self-interest, the objectivity of moral judgments), and the applications of ethical theory to contemporary problems.

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the evaluation of arguments through formal logic. A focus on translation from and from English into sentence and predicate logic, and derivations.

PHIL-P 201 Ancient Greek Philosophy (3 cr.) Selective survey of ancient Greek philosophy (pre-Socratics, Plato, Aristotle).

PHIL-P 211 Modern Philosophy: Descartes through Kant (3 cr.) Selective survey of seventeenth- and eighteenth-century philosophy, including some or all of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant.

PHIL-P 306 Business Ethics (3 cr.) A philosophical examination of ethical issues which arise in the context of business. Moral theory will be applied to such problems as the ethical evaluation of corporations, what constitutes fair profit, and truth in advertising.

PHIL-P 310 Topics in Metaphysics (3 cr.) Topics such as existence, individuation, contingency, universals and particulars, causality, determinism, space, time, events and change, relation of mental and physical.

PHIL-P 312 Topics in the Theory of Knowledge (3 cr.) Topics such as various theories of perceptual realism, sense-datum theories, theories of appearing, phenomenalism, the nature of knowledge, the relation between knowledge and belief, relation between knowledge and evidence, and the problem of skepticism.

PHIL-P 342 Problems in Ethics (3 cr.) May concentrate on a single large problem (e.g., whether utilitarianism is an adequate ethical theory), or several more or less independent problems (e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments).

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.) Problems of contemporary relevance: civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 346 Classics in Philosophy of Art (3 cr.) P: 3 cr. of Philosophy. Readings from Plato and Aristotle to Nietzsche and Dewey. Topics include the definition of art, the nature of beauty, and art and society.

PHIL-P 347 Contemporary Controversies in Philosophy of Art (3 cr.) Topics include the intersection of art, art criticism, philosophy, modernism and post-modernism, and the relation of aesthetic and cognitive judgment.

PHIL-P 360 Introduction to Philosophy of Mind (3 cr.) Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); the mind-body problem (e.g., dualism, behaviorism, functionalism); connections to cognitive science issues in psychology, linguistics, and artificial intelligence; computational theories of mind.

PHIL-P 371 Philosophy of Religion (3 cr.) Topics include the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.

PHIL-P 375 Philosophy of Law (3 cr.) Selective survey of philosophical problems concerning law and the legal system. Topics include nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

PHIL-P 383 Topics in Philosophy (3 cr.) A variable topic course focusing on a specific area or figure of philosophy.

PHIL-P 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.

PHSL-P 215 Basic Human Physiology (5 cr.) P: MATH-M 104, ANAT-A 215. Functional aspects of cells, tissues, organs, and systems in mammalian organisms.

PHSL-P 416 Comparative Animal Physiology (3 cr.) P: CHEM-C 106, BIOL-L 122 (or equivalent) or BIOL-L 211. How animals work. Principles of physiology via the comparative method: functioning of the respiratory, circulatory, excretory and related functions examined through examples of vertebrate and invertebrate animals that have unusual abilities or best exemplify these physiological principles.

PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.) P: CHEM-C 106, BIOL-L 122 (or equivalent) or BIOL-L 211. C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.

PHYS-P 100 Physics in the Modern World (5 cr.) No credit in this course will be given for students who have already passed **PHYS-P 201-202** or **PHYS-P 221-222**. This course develops concepts in physics and places them in the context of our modern, technological world. Topics include motion, gravity, sound, optics, electricity and magnetism, thermodynamics and elements of quantum phenomena. Cannot be substituted for physics courses explicitly designated in specified curricula.

PHYS-P 201 General Physics I (5 cr.) P: MATH-M 125 or high school equivalent. Newtonian mechanics, wave motion, heat, and thermodynamics. Application of physical principles to related scientific disciplines, especially life sciences. Intended for students preparing for careers in the life sciences and the health professions.

PHYS-P 202 General Physics II (3-5 cr.) P: PHYS-P 201. lab fee Electricity and magnetism; geometrical and physical optics; introduction to concepts of relativity, quantum theory, and atomic and nuclear physics.

PHYS-P 221 Physics I (3-5 cr.) C: MATH-M 215. Newtonian mechanics, oscillations and waves, heat and thermodynamics.

PHYS-P 222 Physics II (3-5 cr.) P: MATH-M215, PHYS-P 221. Primarily electricity, magnetism, and geometrical and physical optics.

PHYS-P 301 Physics III (3 cr.) P: PHYS-P 201 or PHYS-P 222; and MATH-M 215, which may be taken concurrently with consent of instructor. Third semester of a three-semester sequence. Special theory of relativity; introduction to quantum physics; atomic, nuclear, condensed matter, and elementary particle physics. Intended for science and mathematics majors. Three lecture-discussion periods each week.

PHYS-P 309 Modern Physics Laboratory (2-3 cr.) C: PHYS-P 301 Fundamental experiments in physics with emphasis on modern physics. The course aims to develop basic laboratory skills and data analysis techniques.

PHYS-P 310 Environmental Physics (3 cr.) P: PHYS-P 201 or consent of instructor. Relationship of physics to current environmental problems. Energy production, comparison of sources and by-products; nature of and possible solutions to problems of noise; particulate matter in atmosphere.

PHYS-S 406 Research Project (1 - 6 cr.) P: Permission of the instructor. Research participation in group or independent project under the supervision of a faculty member in departmental research areas; or topic agreed upon between the student and supervisor.

PLSC-B 203 Survey of the Plant Kingdom (5 cr.) P: BIOL-L 122 or equivalent. Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.

PLSC-B 364 Summer Flowering Plants (5 cr.) P: One introductory biology course. For those desiring a broad, practical knowledge of common wild and cultivated plants.

POLS-P 570 Introduction to the Study of Politics (3 cr.) Online Collaborative Course. This course is an introductory overview of the discipline of political science and its place in the social sciences. It covers the major subfields of Political Science and the central questions that each subfield addresses.

POLS-Y 103 Introduction to American Politics (3 cr.) Every semester. Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

POLS-Y 215 Introduction to Political Theory (3 cr.) Every three semesters. An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers – from Aristotle and Plato to Locke, Marx, and Rawls – to understand and describe the nature of politics.

POLS-Y 217 Introduction to Comparative Politics (3 cr.) Every three semesters. A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed POLS-Y 107.

POLS-Y 219 Introduction to International Relations (3 cr.) An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. Not open to students who have completed POLS-Y 109.

POLS-Y 301 Political Parties and Interest Groups (3 cr.) Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

POLS-Y 304 Constitutional Law (3 cr.) Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 311 Democracy and National Security (3 cr.) Exploration of a basic dilemma in a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource utilization, popular control of policy, and the nature of individual liberty.

POLS-Y 338 African Politics (3 cr.) Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture; network of international relations; and special situation of South Africa.

POLS-Y 360 United States Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of United States foreign policy. Emphasis is on post-World War II policies.

POLS-Y 480 Undergraduate Readings in Political Science (arr cr.) Every semester. Individual readings and research. May be taken only with consent of the instructor.

POLS-Y 481 Field Experience in Political Science (arr cr.) P: junior or senior standing and approval of instructor. Faculty-directed study of aspects of the political process through internship experience in local, state, or national government.

POLS-Y 490 Senior Seminar in Political Science (3 cr.) P: Permission of instructor required. Alternate years, Spring Semester. Senior Seminar for History/Political Science majors.

POLS-Y 567 Public Opinion: Approaches and Issues (3 cr.) Online Collaborative Course. This course is an exploration of the role, application, and measurement of

public opinion. Special attention is given to measurement of opinion as it impacts decision-making by both the public and various elements of societal leadership.

POLS-Y 580 Research Methods in Political Science (3 cr.) Online Collaborative Course. Foundations of political research; alternative research strategies; problems of measuring political variables; design of research to test hypotheses.

POLS-Y 657 Comparative Politics (3 cr.) Online Collaborative Course. (The focus may be on one or more political systems within regions indicated.) Illustrative topics: political elites and social stratification, comparative administration and public policy, cross-national analysis, West Europe, East Europe, comparative Communist systems, Russia, Africa, Middle East, Latin America, East Asia, comparative development strategies.

POLS-Y 661 American Politics (3 cr.) Online Collaborative Course. Illustrative topics: the Presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics.

POLS-Y 675 Political Philosophy (3 cr.) Online Collaborative Course. Illustrative topics: analysis of political concepts; political theory of the Enlightenment; 19th century political thought; welfare state; theory and practice; Marxist theory.

PSY-B 388 Human Sexuality (3 cr.) P: PSY-P 103 and Sophomore standing. Variable scheduling. A survey of human sexuality to increase knowledge and comfort regarding sexuality in a variety of aspects, i.e. sexual behavior and response, influences of culture and environmental factors, psychological issues, disability effects on sexuality, sexual research, anatomy and physiology

PSY-B 421 Internship in Psychology (3 cr.) P: PSY-P 381 and consent of instructor. This course completes the clinical-focus (Helping Skills-Practicum) sequence for the IU Kokomo psychology major. By completing 120 hours of supervised work at an approved practicum site, students will engage in the experiential learning needed to prepare them for meaningful work in the field of psychology after graduation.

PSY-G 522 Counseling Theories (3 cr.) This course analyzes and evaluates mental health counseling theories while focusing on social/environmental impacts, research, human diversity, gender, and substance-related issues. This course facilitates the student's ability to create necessary and sufficient conditions for therapeutic change.

PSY-G 532 Group Counseling (3 cr.) This course explores the practical and theoretical concepts of group theories, dynamics, process, and stages of group counseling and integrates interpersonal communication styles, fundamental group strategies; group facilitation along with clinical training/skills building that will prepare future group leaders. Special attention is given on the use of group therapy with addictive/ substance-related disorders. This course incorporates laboratory experiences and students are required to explore interpersonal factors as they contribute to counseling skills

and techniques. Current issues, controversies, and ethics in group counseling will be examined.

PSY-G 550 Internship in Mental Health Counseling (1-6 cr.) P: Consent of Instructor. This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting.

PSY-G 552 Career Counseling and Development (3 cr.) This course evaluates theories, techniques, and information resources for enhancing vocational development across the lifespan; and facilitating client problem solving and decision-making related to maintaining balance among work, family, and leisure roles. Students will develop a knowledge base concerning objective and projective methods for exploring and assessing career client interests, skills, and values that inform clients making reasoned career and lifestyle decisions. Current issues/controversies related to ethics, sociocultural factors, maladaptive workplace behaviors (e.g., addiction, sexual harassment, etc.), and individual differences in career counseling will be examined.

PSY-G 647 Advanced Internship (1-3 cr.) This course expands the training students received in internship (PSY-G 550) by providing students with supervised training that focuses and develops competencies in various areas of mental health counseling. This course satisfies the state licensure requirement for an advanced internship for Licensed Mental Health Counselors.

PSY-I 501 Multicultural Counseling (3 cr.) P: graduate standing This course explores the role of increasing diversity in the U.S. population and how it will affect the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.

PSY-I 669 Psychological Assessment II (3 cr.) P: PSY-I 664 and consent of instructor Presentation of psychometric foundations and the basic prediction model in personality and symptom assessment. Coverage of the history of personality, symptoms of psychopathology, assessment, and supervised clinical practice in personality and symptom assessment and report writing.

PSY-K 300 Statistical Techniques (3 cr.) Fall and Spring. P: MATH-M 118 or MATH-M 119 or equivalent. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, elementary probability. Concepts of statistical inference decision-making, estimation, and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

PSY-P 103 General Psychology (3 cr.) Fall, Spring, and Summer. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality development, and abnormal and social psychology.

PSY-P 216 Life Span Developmental Psychology (3 cr.) Fall, Spring, and Summer. P: PSY-P 103. A

survey course that integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death. Throughout the life span, theories, research, and critical issues in developmental psychology are explored, with consideration of practical implications. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 259 Introduction to Psychological Inquiry (3 cr.)

P: PSY-P 103; ENG-W221 recommended. This course will provide psychology majors with an introduction to the basic processes of psychological inquiry. Students will be assisted in becoming more effective learners and critical thinkers, reading primary literature in psychology, and conducting basic survey research as well as learning about the most common methods in psychological research. This course will also include an overview of the psychology major and opportunities for graduate study and careers.

PSY-P 279 Introduction to Creative Arts Therapies (3 cr.)

P: PSY-P 103. An introduction to the historical origins, theoretical approaches, and applications of various creative arts therapies including art, play, music, drama, equine, and poetry. Clinical population treatment settings, guiding ethical documents, and educational requirements for each discipline will be represented.

PSY-P 303 Health Psychology (3 cr.)

P: PSY-P 103 and Sophomore standing. Focuses on the role of psychological factors in health and illness. Through readings, lecture, and discussion, students will become better consumers of research on behavior-health interactions and develop a broad base of knowledge concerning how behavior and other psychological factors can impact health both positively and negatively.

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)

P: PSY-P 103 and Sophomore standing. Every Fall. Development of behavior in infancy, childhood, and youth; factors that influence behavior. Credit not to be given for both PSY-P 216 and PSY-P 316.

PSY-P 319 Psychology of Personality (3 cr.)

P: PSY-P 103 and Sophomore standing. Every fall. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

PSY-P 320 Social Psychology (3 cr.)

P: PSY-P 103 and Sophomore standing. Every Spring. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

PSY-P 322 Psychology in the Courtroom (3 cr.)

P: PSY-P 103 and Sophomore standing. Alternate years. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include: definitions of "sanity" and "competency", eyewitness testimony, jury selection, instructions, and the role of psychologists as "expert witnesses" and jury selection consultants. Emphasis will be placed on empirical law-psychology research.

PSY-P 324 Abnormal Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Fall and Spring. A first course in abnormal psychology, with emphasis on forms of

abnormal behavior, etiology, development, interpretation, and final manifestations.

PSY-P 325 Psychology of Learning (3 cr.) P: PSY-P 103 and Sophomore standing. Every Fall. Facts and principles of human and animal learning, especially as treated in theories attempting to provide a framework for understanding what learning is and how it takes place.

PSY-P 326 Behavioral Neuroscience (3 cr.) P: PSY-P 103 and Sophomore standing. R: BIOL-L 100 or BIOL-L 105. Every Spring. Central nervous system functions in relation to sensory processes, motivation, and learning.

PSY-P 327 Psychology of Motivation (3 cr.) P: PSY-P 103 and Sophomore standing. Fall 2015, then every Fall.

How needs, desires, and incentives influence behavior; research on motivational processes in human and animal behavior, including ways in which motives change and develop.

PSY-P 335 Cognitive Psychology (3 cr.) P: PSY-P 103 and Sophomore standing. Every Spring. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

PSY-P 343 Psychology Abroad (3 cr.) P: Sophomore Standing. PSY/P103 plus six (6) credit hours in Psychology. Study of psychology's impact in the rest of the world, including how the field develops in different cultures, countries, and contexts.

PSY-P 348 Psychology of Hip Hop (3 cr.) Psychological underpinnings of birth of Hip Hop music and its continued influence on gender, racial, social and political dynamics.

PSY-P 355 Experimental Psychology (4 cr.) P: PSY-P 259 and PSY-K 300. Fall and Spring. Design and execution of simple psychological experiments, treatment of results, and preparation of written reports.

PSY-P 364 Multicultural Issues in Counseling (3 cr.)

P: P103 and sophomore standing. This course is meant to provide you a thorough introduction of working with diverse groups in therapy settings. We will cover the mostly likely to be treated groups but may visit others as a part of student interest and extra time. Consider this a course that will move you beyond your current understanding of diversity and allow you to consider different worldviews and issues that relate to those who are both similar and dissimilar from you. This course is designed to also increase self-awareness and facilitate appreciation of group differences as well as similarities. It will also focus on how to create system-level change in regard to racial and ethnic group relations.

PSY-P 367 Psychology of Addictions (3 cr.) P: PSY-P 103 and Sophomore standing. The purpose of this course is to examine both behavioral and substance-based addictions from a variety of viewpoints (e.g., historical, neurobiological, social, treatment, etc). Etiology and outcomes associated with addiction, as well as comorbidity and other addiction-related phenomena will also be reviewed.

PSY-P 379 Art Therapy: The People, Places, and Practices of Art Therapy (3 cr.) P: PSY-P 103 and Sophomore Status. This course will provide an in-depth examination of the historical origins and theoretical

frameworks in the field; specific attention will be given to historical figures and contributors in the field.

PSY-P 381 Helping Skills and Ethics (3 cr.) P: 6 credit hours in psychology. Every Fall and Spring. Introduction to the helping relationship, including theories and strategies of effective helping, ethical issues, and limitations of the helper role.

PSY-P 391 Psychology of Gender and Ethnicity (3 cr.) P: PSY-P 103 and Sophomore standing. Variable scheduling. Basic psychological concepts and research from the perspectives of gender and ethnicity, focusing on both the similarities and differences across gender and ethnic groups. Explores the impact of social and political forces on psychological development and adjustment. Contemporary theory on ethnicity, gender, and class will also be examined.

PSY-P 407 Drugs and the Nervous System (3 cr.) P: PSY-P 103 and Sophomore standing. Every fall. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function.

PSY-P 430 Behavior Modification (3 cr.) P: PSY-P 324 and PSY-P 325 or consent of instructor. Variable scheduling. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions.

PSY-P 459 History and Systems of Psychology (3 cr.) P: PSY-P 103 and completion of 12 credit hours of psychology. Fall and Spring. This is the capstone course for psychology majors, and requires instructor permission for enrollment. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system-making. Emphasizes integration of recent trends.

PSY-P 485 Service Learning in Psychology: From Classroom to Community (3 cr.) P: PSY-P 103 and Sophomore standing. Emphasis is on appreciating how the science of psychology uses observation to test and refine ideas about human nature and inform evidence-based applied practices in the field.

PSY-P 493 Supervised Research I (3 cr.) P: Consent of instructor. Scheduled with agreement of instructor, Fall, Spring, or Summer. Active participation in research. An independent experiment of modest magnitude; course will include a research proposal submitted to the appropriate research ethics review board. Students who enroll in PSY-P 493 will be expected to enroll in PSY-P 494.

PSY-P 494 Supervised Research II (3 cr.) P: PSY-P 493. Scheduled with agreement of instructor, Fall, Spring, or Summer. A continuation of PSY-P 493. Course will include a journal-type report of the two semesters of work.

PSY-P 495 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. Participation in ongoing research in a single laboratory or independent reading and writing on a psychological topic.

PSY-P 502 Developmental Psychology (3 cr.) An advanced introduction to the theory and experimental analysis of ontogenetic processes. Special emphasis on human development.

PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr.) This course provides a critical analysis of professional issues and the ethical and legal standards in the practice of psychology. Traditional and emerging practice areas will be discussed. Topics such as professional code of ethics, legal restrictions, licensure, prescription drug privileges, managed care, and treatment efficacy research will be explored. Ethical standards and decision-making will be studied in the context of professional practice.

PSY-P 535 Introduction to Addictions Counseling (3 cr.) This course serves as an introduction to the field of counseling and human development services, with a special focus on addictions.

PSY-P 537 Program Evaluation (3 cr.) To provide an overview of data-based strategies for assessment, planning, implementation will be presented along with illustrative case examples: needs assessment, process evaluation, systems analysis, experimental-outcome evaluation, adversarial evaluation. Required for all M.A. in Applied Psychology students whose concentration is social/community.

PSY-P 540 Principles of Psychological Assessment and Prediction (3 cr.) P: PSY-P 553, PSY-P 554 or equivalent Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification. Comparison of methods of making predictions about individuals.

PSY-P 563 Foundations of Mental Health Counseling (3 cr.) This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

PSY-P 624 Principles of Psychopathology (3 cr.) P: graduate standing and consent of instructor Description of the phenomena of psychopathology and the principles associated with their classification.

PSY-P 632 Introduction to Clinical Interventions (3 cr.) Systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.

PSY-P 657 Topical Seminar (2 cr.) Topics of current interest, with intensive critical examination of appropriate literature. Different staff member in charge each semester.

PSY-P 690 Practicum in Clinical Interventions (2 cr.) P: consent of instructor. 100 service hours

PSY-P 736 Child Psychopathology (3 cr.) Seminar on serious behavior disturbances of children. Comparisons with development of normal child interacting with family.

REL-R 152 Introduction to Religions of the West (3 cr.) Origins, development, institutions, beliefs, and current status.

REL-R 153 Introduction to Religions of the East (3 cr.) Human ideas and value systems in the religions of India, China, and Japan.

REL-R 212 Comparative Religions (3 cr.) Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

REL-R 233 Introduction to the Hebrew Bible (Old Testament) (3 cr.) A critical examination of the literary, political, cultural, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

REL-R 243 Introduction to the New Testament (3 cr.) An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

SOC-R 319 Sport & Society (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Explores the institution of sport from a sociological point of view, including sports as an agent of socialization, sports in everyday life, race, class, and gender and sports, and sports as an institution.

SOC-R 320 Sexuality and Society (3 cr.) P: SOC-S 100 or SOC-S 101. The study of social issues and problems related to human sexuality using sociological perspectives. Examines diversity with regard to in sexual practices among various cultures and categories of people. Includes sociological research about topics such as the use of sex in the media and advertising, social controversies surrounding sexual orientation, and the sexualization of children.

SOC-S 100 Introduction to Sociology (3 cr.) Offered every semester. Introduction to the concepts and methods of sociology with a focus on American Society as well as global issues.

SOC-S 101 Social Problems and Policies (3 cr.) Offered every semester. Provides an introduction to sociology through an in-depth study of major social problems; explores the policy implications of the general sociological perspective and of sociological knowledge of particular problems. Problems include population, drug use, science and technology, and poverty.

SOC-S 125 Introduction to Social Services (3 cr.) Introduction to the historical and contemporary professional social work in terms of its purpose and goals, values and ethics, and stated mission to enhance human well-being.

SOC-S 161 Principles of Sociology (3 cr.) Nature of interpersonal relationships, societies, groups, communities, and institutional areas such as the family, politics, education, the economy, and religion. Includes social process operating within these areas; significance for problems of social organization, social change, and social stratification.

SOC-S 163 Social Problems (3 cr.) Major social problems in areas such as the family, religion, economic order, crime, mental disorders, civil rights; racial, ethnic,

and international tensions. Relation to structure and values of larger society. Although no prerequisite is required, it is strongly recommended that students have some previous social science course work and/or familiarity with basic sociological concepts and methodology.

SOC-S 252 Methods of Sociological Research (3 cr.) P: 3 cr hours of Sociology or consent of instructor Offered every Fall Semester. This course is required for majors and is recommended to be completed in Sophomore or Junior year. An overview of methods and techniques used by sociologists for gathering and interpreting information about human social behavior.

SOC-S 308 Global Society (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Multinational corporations, new information technologies, and international trade have made the world increasingly interdependent. This course considers how business, technology, disease, war, and other phenomena must be seen in a global context as affecting national sovereignty, economic development, and inequality in resources and power between countries.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) P: 3 credit hours of sociology. Survey of the nature of health care systems. Patient and professional role behavior are explored, as well as the characteristics of different health care settings.

SOC-S 316 The Family (3 cr.) P: 3 cr hours of Sociology. The sociological study of family relationships and the interconnections between the individual, family and wider society. Considers American families and other cultures. Emphasis on theories and empirical research explaining family patterns.

SOC-S 317 Social Stratification (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Functioning and maintenance of systems of social stratification in local communities, societies, and the global context. Correlates and consequences of social class position and mobility.

SOC-S 325 Criminology (3 cr.) P: 3 credit hours of sociology or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group.

SOC-S 328 Juvenile Delinquency (3 cr.) P: 3 credit hours of sociology or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

SOC-S 331 Sociology of Aging (3 cr.) P: 3 credit hours of sociology or consent of instructor. Survey of the social dimensions of the aging process within a multidisciplinary context. Emphasis on the empirical and theoretical findings with regard to the role of the elderly in society, problems of the elderly, and cross-cultural differences in the aging process.

SOC-S 335 Race and Ethnic Relations (3 cr.) P: 3 credit hours of sociology or consent of instructor. Relations between racial and ethnic minority and majority groups; psychological, cultural, and sociological theories of

prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

SOC-S 336 Society and Technology (3 cr.) P: SOC-S 100 Introduction to Sociology and/or SOC-S 101 Social Problems and/or Permission from Instructor. An exploration of the interplay between technology and society.

SOC-S 338 Gender Roles (3 cr.) P: 3 credit hours of sociology or consent of instructor. Exploration of the research and theories explaining gender roles in contemporary societies. Emphasis on defining gender roles; tracing their historical development; considering their implications for work, marriage, parenting, and equality in society. Includes cross-cultural comparisons.

SOC-S 340 Social Theory (3 cr.) Offered every spring. P: 3 credit hours of sociology or consent of instructor. Junior standing recommended. Sociological theory, with focus on content, form, and historical development. Relationship between theories, data, and sociological explanations.

SOC-S 344 Sociology of Childhood (3 cr.) P: 3 credit hours of sociology or consent of the instructor. Analysis of childhood as a structural form and children as social agents who contribute to societal reproduction and change. Considers the relation of childhood to other social institutions and children's contributions to society historically and cross-culturally. Examines how social policies in education, family, work, and the media affect children's lives.

SOC-S 352 Public Sociology (3 cr.) P: SOC-S 100 (Introduction to Sociology) and/or SOC-S 101 (Social Problems) and/or Permission from Instructor. Instruction in making sociological knowledge public-accessible to a non-expert or lay audience. These may include a podcast, video, a social media campaign, a series of blog posts, a letter to the editor, an infographic, and so on.

SOC-S 355 Statistics for Social and Health Professionals (3 cr.) P: 3 hours of Sociology and Math-M 118 or Math-M 119 or equivalent. Offered every fall. This course is a required statistics course for all sociology majors. An introduction to statistical analysis including probability, sampling, levels of measurement, descriptive statistics, bivariate analysis, and multiple regression as used in sociology and other health-related professions.

SOC-S 357 Body and Society (3 cr.) P: SOC-S 100 or SOC-S 101 or instructor approval. An examination of the body from a sociological perspective, paying attention to the ways in which cultural ideas about the body affect our everyday, lived experiences.

SOC-S 360 Topics in Social Policy: (3 cr.) P: 3 credit hours of Sociology or consent of instructor, but some courses have additional prerequisites. **Offered as needed**; Variable topics in social policy. Can only be repeated for credit 1-4 times with different topics. Recent topics include: Society and Technology (3 cr.); Drugs and Society (P: 3 hours of sociology or consent of instructor); Family Violence (P: 3 hours of sociology or consent of instructor); Health over the life course (P: 3 hours of sociology or consent of instructor); Sustainability and Human Trafficking (P: 3 hours of sociology or consent of instructor); Mental Illness (P: 3 hours of sociology or

consent of instructor); Body and Society (P: 3 hours of sociology or consent of instructor)

SOC-S 361 Cities and Suburbs (3 cr.) P: 3 credit hours of sociology or consent of instructor. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

SOC-S 363 Sociology of Development (3 cr.) P: 3 credit hours of sociology or consent of instructor. An introduction to the various theoretical perspectives and empirical studies pertaining to development. Specific topics include women in development, sustainable development, and the third world within the context of the global political economy.

SOC-S 364 Drug Abuse in Society (3 cr.) P: 3 cr hours of Sociology or consent of instructor. This class introduces students to the sociological aspects of drugs and alcohol use (and abuse). It seeks to give students a sense of why and how drugs came to be characterized as they have. We try to answer such questions as: why people use, and perhaps in some cases abuse, so many of the available substances beyond those prescribed to them by the medical profession.

SOC-S 366 Sport and Society (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Explores the institution of sport from a sociological point of view, including sports as an agent of socialization, sports in everyday life, race, class, and gender and sports, and sports as an institution.

SOC-S 367 Race, Crime, and Justice (3 cr.) P: 3 cr hours of Sociology or consent of instructor This course will examine issues raised by race and ethnicity in relationship with crime, the criminal justice system, and social justice.

SOC-S 368 Family Violence (3 cr.) P: 3 cr hours of Sociology or consent of instructor. This course is intended to be an advanced level sociology course which explores the definitions, issues, controversies and social policies regarding family violence in society.

SOC-S 369 The Body and Society (3 cr.) P: SOC-S100, SOC-S101, or instructor approval. An examination of the impact of social structure and institutions shaping bodies (our physical bodies), embodiment (how we experience our bodies), and our perception/reception of bodies from conception through death.

SOC-S 372 Health over the Life Course (3 cr.) P: 3 cr hours of Sociology or consent of instructor This course introduces and examines the basic principles which guide growth and development and the health of individuals across the lifespan, from the prenatal period through senescence. The course presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically based information about growth, development and health at different stages of life and from different academic perspectives.

SOC-S 374 Sociology of Mental Illness (3 cr.) P: 3 cr hours of Sociology or consent of instructor. This course will take a sociological view of issues of mental health and illness with an eye to understanding the varying perspectives from other disciplines such as psychiatry,

psychology, and social work. We will consider social factors in the cause, incidence, and prevalence of problems, social responses to illness, and the social organization of treatments.

SOC-S 375 Issues in Human and Social Service Policy (3 cr.) P: 3 credit hours in sociology or instructor approval. Examination of theories in sociology relevant to human/social services delivery, as well as the ethical and professional issues of workers in human/social service agencies with clients from diverse populations. Application of sociological concepts, theories, and methods as they apply to the management, practice, and evaluation of human/social service agencies.

SOC-S 382 Environmental Sociology (3 cr.) P: SOC-S 100, or SOC-S 101, or Instructor Approval This course explores the relationship between society and the environment. The course analyzes the development of environmental sociology, the historical domination of nature in western society, and the existing sociological approaches analyzing the environment-society relationship.

SOC-S 383 Cognitive Sociology (3 cr.) P: SOC-S 100 or SOC-S 101 or consent of instructor. An examination of how perceiving, focusing, classifying, signifying, timing, remembering, and prospecting can be understood as sociological as well as psychological processes.

SOC-S 384 Environmental Sociology (3 cr.) A sociological analysis of the relationship between society and the environment with a focus on environmental inequalities, social dimensions of environmental problems, and strategies for environmental adaptation and sustainability.

SOC-S 399 Decoding Disney: Sociology of the Disney Universe (3 cr.) P: Completion of SOC-S 100 or 101; SOC-S 252; completion of a minimum of 9 cr hours in sociology, and consent of instructor. C: Students must apply to join this course. This course seeks to examine sociological topics and methods using the Disney universe (e.g., films, products, and parks) as the focus of inquiry. Course topics may include issues of diversity (including, but not limited to: race, gender, class, and age), emotion work, the presentation of the self, and others based on the expertise of the instructor of record. The course includes spending time on site at Walt Disney World where students will apply sociological concepts to the field site. Students will engage in fieldwork observations locally and at Walt Disney World and prepare an analysis suitable for formal presentations beyond the classroom. The course includes some interdisciplinary work with other disciplines (variable, but may include criminal justice, hospitality and tourism, among others) also taking part in the trip.

SOC-S 419 Social Movements and Collective Action (3 cr.) P: 3 credit hours of Sociology or consent of instructor) This course examines the sociological understandings of social movements, social change, and collective action. The course introduces theories and concepts about social movements and collective action emphasizing historical and cultural context, movement formation, organization, resource mobilization, participation, influence, and collective action. Focuses on movements in the United States and around the world

struggling over issues such as race, gender, sexuality, poverty, civil rights, and environmentalism.

SOC-S 420 Topics in Deviance: Variable Topics (3 cr.) P: 3 credit hours of sociology or consent of instructor. Variable Topics.

SOC-S 431 Topics in Social Psychology (3 cr.) P: 3 credit hours of sociology or consent of instructor. Various topics in sociological social psychology. May be repeated up to 3x with variable topics.

SOC-S 445 Deviant Behaviors and Social Control (3 cr.) P: 3 cr hours of Sociology or consent of instructor. Nature and dynamics of deviant behavior. The course includes theories of deviance, social control and forms of deviant behavior. Forms may include drug use, sexual behavior, personal violence, crime and delinquency and mental disorders.

SOC-S 470 Senior Seminar in Sociology (3 cr.) P: Completion of core requirements including SOC-S 252, SOC-S 340, SOC-S 355 and Senior standing, and completion of a minimum of 18 credit hours in sociology or consent of instructor. Capstone course in sociology for the B.A. or B.S. degree. Students conduct research projects under faculty supervision, make presentations, discuss sociological issues, prepare for applying to graduate school and for seeking employment with a sociology degree after graduation.

SOC-S 494 Field Experience in Sociology (3 cr.) P: Junior or Senior standing and consent of instructor. Completion of 18 or more hours in sociology including SOC-S 252, SOC-S 340 and SOC-S 355. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writings. Specifically, each intern is required to participate in 120 hours on site, keep a daily journal that is given at regular intervals to the faculty sponsor, and write an analytic paper dealing with the field experience.

SOC-S 495 Individual Readings in Sociology (arr. cr.) P: Junior or Senior Standing and Consent of instructor. Prior arrangement required.

SPAN-S 104 Spanish for Travel and Tourism (3 cr.) This course is intended for students with no experience or beginning-level Spanish who are interested in learning practical Spanish for travel.

SPAN-S 111 Elementary Spanish I (4 cr.) Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 112 Elementary Spanish II (4 cr.) P: SPAN-S 111 or equivalent. Continuation of SPAN-S 111. Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 160 Spanish for Health Care Personnel (3 cr.) Students learn to explain procedures, medication, and diagnoses when faced with a variety of medical situations involving Spanish-speaking patients and families. Through a series of vocabulary, grammar information, illustrations, dialogues, exercises, and cultural notes, the course prepares health professionals to communicate better with Spanish-speaking patients. May be taken concurrently

with other Spanish language courses but cannot serve as a replacement for any of these courses and does not satisfy the School of Humanities and Social Sciences foreign language requirement.

SPAN-S 203 Second-Year Spanish I (3 cr.) P: SPAN-S 112 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings.

SPAN-S 204 Second-Year Spanish II (3 cr.) P: SPAN-S 203 or equivalent. Continuation of SPAN-S 203. Discussions in Spanish of contemporary Spanish literature. Practice in composition both semesters.

SPAN-S 275 Hispanic Culture and Conversation (3 cr.) Practice of language skills through reading and discussion of Hispanic culture. Discusses facets of popular culture, diversity of the Spanish speaking world, and themes of social and political importance. Prior knowledge of Spanish not required.

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 204 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

SPAN-S 312 Written Composition in Spanish (3 cr.) P: SPAN-S 204 or equivalent. This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: SPAN-S 204 or equivalent. Practice of conversation in Spanish with emphasis on pronunciation, vocabulary development, and fluency.

SPAN-S 325 Spanish for Teachers (3-4 cr.) Focuses on major problem areas of teaching Spanish. Includes review, exercises, and work in pronunciation accompanied by intensive individual practice.

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) Study of literature in Spanish. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis.

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

SPCH-C 255 Social Media Strategies (3 cr.) This course provides students with an introduction to the history, theory, technology, and uses of social media. Students will explore the possibilities and limitations of social media and will have hands-on experience with several forms of social media technology.

SPCH-C 315 Internship in Communication (3 cr.) Internship in communication, arranged between the

student, the student's faculty mentor, and an internship supervisor. May be repeated once for credit.

SPCH-C 321 Persuasion (3 cr.) P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, principles and practice of persuasive speaking. Lecture and recitation.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

SPCH-C 354 Cyberculture and Community (3 cr.) Advances in communication technology have altered our social landscape. This course explores how emerging technologies form new types of social networks while also changing the rules of communication in existing social units.

SPCH-C 380 Organizational Communication (3 cr.) The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group, and inter-organizational units.

SPCH-C 382 Social Media Campaigns (3 cr.) P: SPCH-C 255. Working seminar stressing the development and application of social media strategies. Students work with community organizations to design and implement a social media campaign.

SPCH-C 391 Topics Course (1-8 cr.) Current topics in use include: **Seminar** (1-3 cr.) P: consent of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours. Topics currently in use are: **Public Relations Campaigns** (1-3 cr.) This course teaches students public relations theories, methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients; **Organizational Training and Development** (3 cr.) Provides experience in the design, development, presentation, and evaluation of instructional communication training programs.

SPCH-C 393 Communication Research Methods (3 cr.) P: ENG-W 131 This course explores major research methods used by communication scholars, including experimental research, survey research, textual analysis, and ethnography. Students learn how to interpret, evaluate and propose research.

SPCH-C 394 Research Seminar (3 cr.) Practice conducting research in the discipline of communication. Examination of the theoretical foundations of various forms of communication research.

SPCH-C 437 Creative Dramatics (3 cr.) Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music.

SPCH-C 444 Political Communication (3 cr.) Examination of communication in political campaigns

and social movements. Campaign topics include speech-making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, feminism, and others.

SPCH-C 480 Communication Theory (3 cr.) A critical evaluation of theories in the field of human communication. Consideration is given to theories which explain communication behavior between pairs of people, within groups, in organizations, and in societies.

SPCH-S 121 Public Speaking (3 cr.) Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

SPCH-S 122 Interpersonal Communication (3 cr.) Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

SPCH-S 201 Communicating in Public (3 cr.) R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for, but not limited to, majors in communication-related fields.

SPCH-S 205 Introduction to Speech Communication (3 cr.) Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings.

SPCH-S 223 Business and Professional Speaking (3 cr.) P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures.

SPCH-S 228 Argumentation and Debate (3 cr.) Reasoning, evidence and argument in public discourse. Study of forms of argument. Practice in argumentative speaking.

SPCH-S 229 Discussion and Group Methods (3 cr.) Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

SPCH-S 233 Introduction to Public Relations (3 cr.) A survey of the historical antecedents and contemporary practice of public relations in the U.S. Emphasis is on the nature of day-to-day tasks and the communication responsibility of public relations practitioners in a variety of professional settings.

SPCH-S 302 Rhetoric and Society (3 cr.) Examination of sources and functions of symbolic influence in contemporary society. Emphasis will be placed on the development of skills necessary for understanding and analyzing instances of rhetoric occurring in a variety of social contexts.

SPCH-S 322 Advanced Interpersonal Communication (3 cr.) P: SPCH-S 122. Advanced consideration of communication in human relationships. Emphasis given to self-concept; perception; language; nonverbal interaction; listening; interpersonal conflict; and communication skills in family, social, and work situations.

SPCH-S 333 Public Relations (3 cr.) Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government,

business, and social institutions for international and external communication. Public relations as a problem solving process utilizing theoretical and application strategies.

SPCH-S 336 Current Topics in Communication (3 cr.) Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 398 Independent Study in Speech Communication (1-6 cr.) P: junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.

SPCH-S 400 Senior Seminar in Speech (3 cr.) Study of problems and issues in rhetoric and communication. Topic varies.

SPCH-S 427 Cross-Cultural Communication (3 cr.) A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

SPCH-S 450 Gender and Communication (3 cr.) Examines the extent to which biological sex and gender role orientation stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumption and stereotypes regarding gender differences in communication, and analyzes how the media present, influence, and reinforce gender stereotypes.

SPCH-S 500 Introduction to Communication Theory (3 cr.) Online Collaborative Course. Bibliographical resources, methods of research and professional writing in speech.

SPCH-S 627 Studies in Cross-Cultural Communication (3 cr.) Online Collaborative Course. The study of cross-cultural communication in theory and practice.

SPCH-S 353 Advanced Public Speaking (3 cr.) Development of a marked degree of skill preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, adaptation to audience, and felicitous style.

SPEA-J 502 Research Methods in Criminal Justice and Public Policy (3 cr.) Online Collaborative Course. This course examines research techniques necessary for systematic analysis of the criminal justice and public safety systems, offenders' behavior, crime trends, public safety issues and program effectiveness. The course requires that students actively pursue such techniques as conducting interviews, coding data, and designing studies.

SPEA-J 524 Emergency Management (3 cr.) Online Collaborative Course. This course explores the values underlying effective emergency management principles and policies in a democratic society. Topics include: hazard identification, effective planning, stakeholder and public communication, examination of federal, state, and local agency roles and critical partnerships, preparation for, mitigation of, and response to hazards.

SPEA-J 531 National and Homeland Security in America (3 cr.) Online Collaborative Course. This course addresses federal policy and management issues

related to preventing, mitigating, preparing for, responding to, and recovering from major catastrophic events, both natural and man-made, including acts of terrorism. Topics include emergency management, resource and response infrastructures, public health issues, best practices, crisis communications, and business and governmental continuity.

SPEA-J 550 Topics in Criminal Justice and Public Safety (1-3 cr.) Online Collaborative Course. Selected topics in criminal justice and public safety.

SPEA-J 581 Public Safety Law (3 cr.) Online Collaborative Course. Survey of the historical development of Anglo-American law of public safety, including criminal law, civil remedies, administrative regulation of risk, and recent developments in employee and consumer safety. Emphasis on understanding legal theory and practice as basis for management decisions. Comparison of jurisprudential viewpoints and other disciplinary approaches to public safety programs.

SPEA-J 582 Criminal Justice Systems (3 cr.) Online Collaborative Course. Detailed examination of operations of police, courts and correctional agencies.

Study of management problems in system response to criminal activity. Development of understanding of interrelationships among system components. Examination of major policy issues in criminal justice with emphasis on decision-making techniques.

SPEA-J 586 Public Safety in the United States (3 cr.) Online Collaborative Course. Overview of criminal justice and public safety. Definitions of public safety and identification of major components. Functional description of major public safety agencies. Discussion of basic issues in public safety. Management in public safety system.

SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.) Online Collaborative Course. Commonalities in criminal behavior. The criminal act: circumstances leading to commission, subsequent perceptions of them. Family, community, and other environments affecting criminal behavior. Behavioral consequences of processes of crime control.

SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.) Online Collaborative Course. An empirical assessment of the foundations of contemporary and historical attempts to control or prevent crime. Major policies, programs, and strategies are reviewed and critically analyzed. Specific topics and policies will vary in this capstone seminar.

SPEA-V 506 Statistical Analysis For Effective Decision Making (3 cr.) Online Collaborative Course. Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis; analysis of variance, regression, and other statistical techniques. Computer processing of data emphasized.

SPEA-V 560 Public Budgeting and Finance (3 cr.) Online Collaborative Course. The fiscal role of government in a mixed economy, sources of public revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in inter-governmental fiscal relations.

SPEA-V 561 Public Human Resources Management (3 cr.) Online Collaborative Course. Analysis of the structure, operation, and design of public personnel systems, including government agencies and public enterprise. Relationship between public policy and personnel concepts, values and operation considered.

SRM-P 211 Introduction to Sport Management (3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

SRM-P 328 Issues in Intercollegiate Athletics (3 cr.) P: 30 + hours of credits. Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments.

SRM-P 333 Sports in America: Historical Perspectives (3 cr.) P: 30 + credit hours. Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present.

SRM-P 402 Ethics in Sport (3 cr.) P: 30 + credit hours. (Required for minor in Coaching) This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

SRM-P 411 Legal Issues in Sport Settings (3 cr.) P: 30 + credit hours. An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

SRM-P 415 Sport Promotions and Public Relations (3 cr.) P: 30 + credit hours. An introduction to the theories and techniques of sport promotions, public relations and fund raising.

SRM-R 213 Introduction to Sport Information (3 cr.) An introduction to the area of sport information. Emphasis is placed on the fields within sport information, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

SRM-R 319 Sport Facility Management (3 cr.) P: SRM-P 211; HTM-M 219 or BUS-Z 302. Management of sport and recreation facilities in the public and private sector including design, development, utilization, resources and auxiliary operation considerations. The course focuses on the facility manager's responsibilities including ticket sales, crowd control, security, customer satisfaction,

human resources management, and revenue generation. The course requires site visits and analysis of various recreation facilities.

SRM-R 418 Sport and Recreation Marketing (3 cr.)

P: SRM-P 211 and BUS-M 300, BUS-M 301, or BUS-D 301. This course will examine the processes and principles involved with sport and recreation marketing and sales. Focuses on development, promotion, sponsorship, advertising, merchandising and distribution of goods and services. Also includes the decision making and planning from the sports manager's perspective in branding products and entities.

SRM-R 432 Leadership and Management in Sport (3 cr.)

P: SRM-P 211 Introduction to Sport Management. An introduction to the fundamental concepts, theories, and techniques for management in sport industry. Emphasizing scientific approaches of creating efficient sport business organizations, the course will cover organizational behavior related topics such as problem-solving, decision making, strategic and operational planning, organizational culture, diversity, leadership, and teamwork.

SRM-R 445 Special Topics in Sport and Recreation Management (3-6 cr.) Special Topics in Sport and Recreation Management. May be repeated with different topic for a total of 6 credit hours. Topics may vary each semester. Topics will include Olympics, international governance in sport, and sport as social events.

SRM-R 472 Youth Sport Management (3 cr.) P: junior or senior standing. Exploration and examination of youth sport history, philosophy, development stages of youth sport management and programming; current issues and events necessary to deliver youth sports programming within a variety of settings, agencies and organizations.

SRM-R 491 Internship in Sport and Recreation Management (1-6 cr.) Under the advisement of an Allied Health Sciences faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise participate in activities associated with sport and recreation management. This is a variable credit course. One credit hour will consist of 40 hours of participation in activities associated with an internship assignment

SRM-R 492 Independent Study in Sport & Recreation Management (1-6 cr.) Students will immerse themselves in a new or ongoing research project conducted by Sport & Recreation Management faculty. In this context, students will be given opportunities to learn practical, hands-on research skills. These skills could include but are not limited to data collection, data analysis, scientific writing, and scientific presentations.

SRM-S 320 Economics of Sport (3 cr.) P: Sophomore standing. A study of contemporary sports using an economic approach. Issues include the wages of professional athletes, the impact of competitive balance on team profits, the alleged exploitation of student-athletes and the pricing of television rights are subjected to economic analysis. Public policy issues such as antitrust legislation and public financing of arenas and stadiums are also examined.

SSCI-S 100 Strategies for Success in College

Mathematics (3 cr.) P: Mathematics Placement Test (ALEKS score of 11 to 30). Students will develop strategies for learning and retaining college level mathematical concepts and procedures. Techniques for overcoming math anxiety and test anxiety will also be learned. Appropriate mathematical content will be taught to provide the students the opportunity to practice their new learning strategies and test-taking techniques. Upon completion of this course students will be well equipped for success in their first college credit mathematics course.

SSCI-S 105 Freshman Seminar in Natural and Mathematical Sciences (1 cr.)

Fall. Small-class experience with faculty instructor. Introduction to college-level projects in thinking, research, and writing in a small-group context. Topics will vary. Open only to freshmen.

SSCI-S 410 Interdisciplinary BA Seminar (3 cr.)

P: Junior or senior standing. For students in the School of Sciences and the School of Humanities and Social Sciences. Interdisciplinary variable topics for students completing a bachelor of arts. This course integrates diverse fields of knowledge upon analyzing local, national, and/or global issues. Students will work collaboratively to develop effective, interdisciplinary approaches to addressing enduring problems.

SSCI-S 425 Capstone in General Studies (1-3 cr.)

P: Senior class standing. The capstone experience allows each student to assess their experience with the general studies program. Students will: demonstrate accomplishment of learning outcomes, analyze and evaluate their general studies experience across the three content areas, examine their career and intellectual interests, and develop a plan for life-long learning.

SSCI-S 430 Professional Practice for General Studies (1 - 6 cr.)

P: Junior or Senior standing. This course is designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and instructor or school dean. The course may be repeated for a maximum of 6 credit hours.

SUST-C 301 Fundamentals of Sustainability Studies (3 cr.)

This course introduces the systems-oriented framework that defines sustainability studies while at the same time encouraging and empowering students to tackle the complex socio-environmental issues confronting our communities and the world.

SUST-S 201 Foundations of Sustainability (3 cr.)

This course is designed to provide an interdisciplinary framework within which students can study the foundations of sustainability, and learn how to apply this knowledge to the development and implementation of sustainable values, practices, technologies and strategies. It emphasizes interconnections between environment, economy and security.

SUST-S 305 Topics in Environmental Chemistry (3 cr.)

P: 3 credit hours of CHEM or SUST or junior standing. The course is organized in such a way that students will learn the basic principles of chemistry that underly most common environmental issues, including global warming, air pollution, ocean acidification and environmental contamination. Additionally, the course will explore the complex interrelationships among the physical, chemical, biological, agricultural, cultural, economic, and

political forces that shape the environment of the world in which we live. Through an enhanced understanding of the chemical aspects of these issues, students will gain increased environmental awareness.

SUST-S 400 Energy Sources and Needs (3 cr.)

Renewable and non-renewable energy resources, their origins, society's needs and usage, environmental impacts of use and production, and future directions in energy technologies. Also may include study of non-energy resources including metallic and nonmetallic resources.

SUST-S 491 Internship in Sustainability (3 cr.)

P: Junior or senior students in the School of Sciences. By permission. Involves placement in a business, not-for-profit agency or governmental unit to give student hands on experience working with sustainability in a practical setting.

THTR-C 130 Introduction to Theatre (3 cr.)

An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction.

THTR-T 100 Introduction to Theatre (3 cr.) Exploration of theatre as collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers, and critics.

THTR-T 115 Oral Interpretation (3 cr.) Introduction to theories, methodology, and skills: oral and visual presentation of literature for audiences.

THTR-T 120 Acting I (3 cr.) Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisation exercises.

THTR-T 149 Introductory Speech and Theatre Practicum (1-2 cr.) Introductory directed projects in speech and theatre.

THTR-T 220 Acting II (3 cr.) P: THTR-T 120 or consent of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas.

THTR-T 222 Voice for the Actor (3 cr.) Designed to develop physiological and psychological understanding of the voice as it applies specifically to the study of acting. Provides a series of exercises/techniques to free, develop, and strengthen vocal pitch, range, resonance, breath control, and articulation. Includes an introduction to the International Phonetic Alphabet and stage dialects.

THTR-T 226 Readers Theatre I (3 cr.) Exploration of theory and techniques, Practical experience materials; fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 236 Readers Theatre I (3 cr.) Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 245 Living Theatre (1-2 cr.) Attendance at eight selected productions in the community during the

semester, lecture and discussion of each production, short written analyses, and term paper. No withdrawal permitted after second week of class. For 1 credit hour: attend lectures and productions. For 2 credit hours: complete course as described. May be repeated for a maximum of 4 credit hours.

THTR-T 340 Directing I: Fundamentals of Directing (3 cr.) Introduction to theories, process and skills (text analysis, working with actors, staging, and telling a story), culminating in a final project.

THTR-T 345 Theatre for Children (3 cr.) Purposes, principles, and problems of staging plays for children.

THTR-T 349 Practicum (3 cr.) Directed projects for performance, technical production, and arts management work on co-curricular productions, and other related activities.

THTR-T 405 Stage Management (3 cr.) P: THTR-T 225. Discussion, research and projects into the responsibilities, duties and roles of a theatrical stage manager. Work to include studies in script analysis for stage management, communication rehearsal and performance procedures, performance skills, and style and concept approach to theatre.

THTR-T 483 Theatre Capstone (3 cr.) Studies in special topics not ordinarily covered in other departmental courses.

WOST-W 350 Women: Images and Perspectives (3 cr.)

Fall or spring. This interdisciplinary course studies how women's lives in America are shaped by social values; by cultural beliefs, traditions, and ideology; and by social, political, and economic institutions or policies. It also considers how these are reflected in imaginative literature as well as social reality.

ZOOL-Z 315 Developmental Anatomy (5 cr.) P: BIOL-L 122 (or equivalent) or BIOL-L 211, BIOL-L 203.

Comparative study of the structure and development of vertebrates, including man.