IU Northwest Bulletin 2024-26

The IU Northwest Academic Bulletin intends to reflect current academic policies, procedures, degree offerings, course descriptions, and other information pertinent to undergraduate and graduate study at IU Northwest and is updated every 2 years. Although this bulletin was prepared on the basis of the best information available at the time, and the information is updated regularly, users are cautioned about the following:

1. Editorial, clerical, and programming errors may have occurred in the publication of this bulletin, and IU Northwest assumes no responsibility for such errors.
2. The university reserves the right to change the provisions of this bulletin at any time, including, but not limited to, degree requirements, course offerings, fees, rules, policies, and listings in the calendar as necessitated by university or legislative action.
3. Students are encouraged to consult with their advisors for questions related to their degree plan or progress.

Overview

Indiana University

When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. With well over 1,000 degree programs, the university attracts students from all 50 states and around the world.

Indiana University was founded at Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves close to 100,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing an education of high quality within reach of all of Indiana's citizens.

IU Northwest

Faculty

The IU Northwest resident faculty numbers 119. They are assisted in their teaching responsibilities by associate faculty drawn from neighboring academic institutions, area businesses, local government, and not-for-profit agencies.

All resident faculty at IU Northwest have academic appointments from Indiana University. Their conditions of employment, rank, salary, fringe benefits, teaching and research expectations, and promotion are the same as their colleagues in respective departments at all Indiana University campuses.

The faculty of IU Northwest has its own faculty governance body, based upon a constitution written from principles embodied in the *Indiana University Academic Policies.* Committees established by this faculty organization guide the conduct of the academic program at IU Northwest in a tradition that encourages individual faculty members to recommend policy in all areas affecting their interests and those of their students.

Students

The student body at IU Northwest numbers more than 3000 persons working toward certificates and associate, bachelor's, and master's degrees. Of that number, close to 260 are enrolled in graduate studies.

The rich economic, cultural, and racial diversity of the northwest region of the state of Indiana is found on the campus. About 68 percent of the students reside in Lake County; 16 percent reside in Porter County; and 4 percent reside in Jasper, Newton, LaPorte, and Starke Counties. Students, therefore, come with family backgrounds in steel and related industries, government agencies, service industries, the professions, and farming. With respect to the rich cultural and racial composition of the region, approximately 45 percent of the students are Caucasian, 19 percent are African American, 28 percent are Latino, and 8 percent are other groups. We have been a designated Hispanic Serving Institution (HSI) since 2020. About 74% of our first year students and 64% of our seniors work full or part time while pursuing their education at the university. About 29% of the students enrolled at the campus are 25 years of age or older.

Alumni Engagement

The Alumni Engagement Office was established on the IU Northwest campus in 1967 when the IU Alumni Association staffed the local office with a field representative. There is now a full-time Alumni Engagement Director to serve the alumni and students of Indiana University Northwest.

History

IU Northwest is the result of growth and change that began in 1921 when the university offered its first formal classes in Lake County as part of a program sponsored by the Gary Public School System. Under various names and in various locations, Indiana University has been serving the needs of higher education in northwest Indiana ever since.

In 1932 Indiana University initiated the Calumet Center in East Chicago; and by 1939, through funds granted by the state legislature and the federal government, the Calumet Center was serving students in a building in Tod Park on a site donated by the City of East Chicago.

When Gary College was founded in 1933, Indiana University discontinued classes in Gary except for a few advanced courses. But in 1948, at the request of the Gary School Board, the university assumed the management of Gary College, which became the Gary Center of Indiana University. Gary Center classes were held after school hours and in the evenings at the Horace Mann High School until 1949, when all the main facilities of the center were moved to the commercial wing of the City Methodist Church, a move that allowed for a considerable expansion of the center's program. In 1955, with approval from the Gary Board of Park Commissioners, the Common Council of the city authorized the sale of 27 acres of Gleason Park to Indiana University for the purpose of establishing a Gary Center campus (the present site of IU Northwest).

In May of 1959, the first classes were held in the new location.

Recognizing the growth of such centers and the increasing demands for higher education throughout the state, Indiana University in 1963 reorganized its various "extension" centers into regional campuses, and the Gary Center and the Calumet Center became the Northwest Campus of Indiana University. Soon after this reorganization, the first degree programs were authorized, and the Northwest Campus became a four-year college. The first commencement was held at the Northwest Campus in June of 1967. In 1968, the IU Board of Trustees changed the name of the Northwest Campus to IU Northwest.

Facilities, Maps, and Directions

Campus and Buildings

The campus of IU Northwest in Gary is adjacent to 240 acres of wooded park land. The city of Gary has already given 32.8 acres of this park property to Indiana University for the campus. The Gleason Park site is bounded on the north by an interstate expressway (I 80-94), on the east by a major north-south artery (Broadway-Indiana 53), on the west by the Gleason Park Golf Course, and on the south by residential housing. The northeast and northwest corners of the 240-acre tract lie adjacent to expressway cloverleaf exchanges east and west.

Eight of the buildings used by IU Northwest are located on the 27-acre main campus site. The buildings are Raintree Hall, a classroom/office building and the Moraine student union building, which were put into operation in 1969; Hawthorn Hall, a four-story classroom/office building, which was occupied in 1976; and the John W. Anderson Library/Conference Center completed in the spring of 1980. A three-story science/laboratory building, Marram Hall, opened in 1991, and the Savannah Center, which houses an art gallery, auditorium, health club and bookstore, opened in 2000. In 2006, the University dedicated the Dunes Medical/Professional Building and in 2017, the University dedicated the new Arts and Sciences Building that houses two theatres, an art gallery, classrooms and faculty offices. Two other structures contain university offices, research offices, and campus support services. There are also a greenhouse and facilities and annex buildings.

Maps and Directions

IU Northwest is conveniently located in Gary, Indiana. We're easy to get to—just minutes from I-90, I-80/94, I-65, US-12, US-20, and SR-53.

The John W. Anderson Library

The John W. Anderson Library is the information hub of the IU Northwest campus.

The Library helps students with their research and information needs while providing space for individual and group study. The library has small study rooms that seats up to four people and two Student Collaborative Rooms for larger group collaboration.

Students can schedule one-on-one research consultations with a librarian to get help with things like:

- Selecting an initial topic for a research paper or other research assignments
- Evaluating and critiquing resources based on context
- Identifying fake news, misinformation, and how it spreads
- Citation help
- Creating short custom-made videos or webpages

Through the IU Northwest library, students have access to millions of resources from the other IU libraries. Books, journal articles and other resources from the Bloomington, Indianapolis, and other regional campus libraries can be quickly obtained for students and faculty.

The Calumet Regional Archives collects, preserves, and makes available records of local organizations and individuals that document the history of Indiana's Calumet Region (Lake and Porter Counties) for use by students, scholars, and the general public. There are more than 5,000 cubic feet of these documents, preserved for the education and enjoyment of future generations.

Mission

We are Indiana University in Northwest Indiana, a diverse body of faculty, staff, and students committed to inclusivity, academic excellence, and student success. We provide high-quality undergraduate and graduate education by engaging our communities and performing innovative research and creative activities. We offer the advantages of a large university while providing personalized attention within a supportive campus community.

Approved by IU Board of Trustees on June 16, 2022

Vision

We are the region’s forward-thinking leader in higher education that collaborates to advance learning, personal and professional growth, economic development, social justice, inclusivity, equity, cultural enrichment, and a healthy, sustainable community.

Values

Student Success: We value growth, transformation, inspiration, and achievement to ensure all students have the opportunity to reach their highest potential in an environment conducive to learning.

Integrity: We value ethical principles and professional standards. We value authenticity, civility, and transparency in our communications, interactions, and operations.

Academic Excellence: We value excellence in teaching and learning, innovative research and creative activities, and the pursuit and application of knowledge as we engage and collaborate with our campus community, region, and beyond.

Community Engagement: We value working together across the region to enrich lives and promote a better future for the mutual benefit of all.

Diversity, Equity, and Inclusion: We value diversity in all its dimensions and the pursuit of equitable and socially just practices to promote an inclusive community in which

individuals are respected, supported, and learn from one another.

Accreditation

IU Northwest is accredited for its undergraduate and graduate programs by the Higher Learning Commission [30 North LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2504, (800) 621-7440].

Academic Calendar

The current academic calendar can be found at Important Dates - Indiana University Northwest (northwest.iu.edu).

Contact Information

Indiana University Northwest
3400 Broadway
Gary, IN 46408
888-YOUR-IUN (888-968-7486)

Centers & Institutes

Center for Innovation and Scholarship in Teaching and Learning

The IU Northwest Center for Innovation and Scholarship in Teaching and Learning (CISTL) provides leadership, encouragement, and support for quality teaching and learning. CISTL's professional development activities, services, collaborations, and investigations are designed to invite, value, and reward faculty excellence in teaching.

CISTL is one of the eight teaching centers in the IU System and participates in a Centers' Network, which ties it very closely to the technological and pedagogical goals of the entire university.

In addition to promoting the scholarship of teaching and learning, CISTL contributes to the academic excellence goals of the campus by delivering high quality professional development activities,

Three major thrusts of the Center to improve teaching and learning are: instituting quality online course offerings taught by faculty who are professionally trained to design and deliver engaging, collaborative, and technologically appropriate learning experiences for their students; increasing active learning and collaborative classroom strategies; and effectively integrating technology into instruction.

The Center meets these goals through internal and external collaborations with Academic Affairs, the Faculty Organization and several of its committees, Instructional Technology, and the Faculty Academy on Excellence in Teaching (FACET).

Center for Urban and Regional Excellence

The Center for Urban and Regional Excellence (CURE) at Indiana University Northwest engages the University and the community in the creation of positive, sustainable and impactful programs and initiatives. CURE works collaboratively with organizations in all sectors to promote continued learning, solution-based interaction and mutually-beneficial partnerships in our communities.

The center has three goals: These goals are 1) to facilitate the institutionalization of community engagement and engaged scholarship on the IU Northwest campus, 2) to provide the community with opportunities to engage with the university through focused community outreach and education, 3) to strengthen existing and increase future mutually beneficial community-university partnerships that result in authentic collaborative relationships.

CURE meets these goals by collaborating with external and internal partners in the design, implementation and evaluation of community-based research, teaching and service initiatives.

STEM Center

The STEM Center is a welcoming space for students to gather, study, and engage around science and technology. Students form study groups, access tutoring, and receive guidance on preparing for STEM-oriented careers. The STEM Center helps students connect to internships, peer mentoring, and leadership opportunities that prepare them for academic and career success in STEM fields. Additionally, it helps students connect to a variety of campus services including advising, counseling and mental health services, emergency grants, and the campus food pantry

Ivy Tech students use this space as their “STEM home base” on the shared IUN Campus. High school and transfer students visit our center to receive information and guidance about STEM programs and careers and as a "jumping off point" for on-campus STEM activities and tours.

Find support that makes a difference!

https://northwest.iu.edu/stem-center/about/index.html

Academic Programs

The academic programs at IU Northwest are housed in the College of Arts and Sciences, College of Health and Human Services, School of Business and Economics, School of Education, and School of the Arts.

Degree Programs include Associate Degrees, Certificate Programs, Bachelor's Degrees, and Master's Degrees. We also have some completely Online degree programs.

In addition Overseas Study Programs and Summer Sessions are available.

Associate Degrees

- A.S. Health Information Technology
- A.S. Radiography

Bachelor's Degrees

- B.A. African American and Diaspora Studies
- B.A. Anthropology
- B.A. Biochemistry
- B.A. Biology
- B.A. Chemistry
- B.A. Communication
- B.A. English

- B.A. Fine Arts
- B.A. French
- B.A. Geology
- B.A. History
- B.A. Mathematics
- B.A. Neuroscience
- B.A. Philosophy
- B.A. Political Science
- B.A. Psychology
- B.A. Sociology
- B.A. Spanish
- B.A. Theatre - currently not admitting students
- B.A./B.S./B.F.A. Computer Based Graphic Arts
- B.A.S. Bachelor of Applied Science
- B.F.A. Bachelor of Fine Arts
- B.G.S. Bachelor of General Studies
- B.S.W. Bachelor of Social Work
- B.S. Accounting/FIS
- B.S. Actuarial Science
- B.S. Biochemistry
- B.S. Biology
- B.S. Business Administration
- B.S. Chemistry
- B.S. Computer Information Systems
- B.S. Criminal Justice
- B.S. Dental Hygiene
- B.S. Elementary Education
- B.S. Environmental Science
- B.S. Forensic Science
- B.S. Geology
- B.S. Health Information Administration
- B.S. Health Services Management
- B.S. Informatics
- B.S. Mathematics
- B.S. Simulation/Modeling Analysis
- B.S. Neuroscience
- B.S. Nursing
- B.S. Psychology
- B.S. Public Affairs
- B.S. Radiologic Sciences
- B.S. Secondary Education

Transfer Articulation Pathways

If you have completed a TSAP associate degree from an Indiana two-year college (Ivy Tech or Vincennes), you are eligible to continue in the companion TSAP bachelor's degree program. While you are not required to do so, the TSAP program guarantees that you can finish your degree ON TIME within two years of full-time study. For more information contact the transfer specialist at 1-888-YOUR-IUN.

- B.A. Biology
- B.S. Biology
- B.A. in Chemistry
- B.S. Business Administration
- B.S. Criminal Justice
- B.S.W. Social Work
- B.S. Nursing (RN-BSN)
- B.S.E.D. Elementary Education
- B.S.E.D. Elementary Education - Special Education
- B.S.E.D. Secondary Education - Life Science
- B.S.E.D. Secondary Education - Math
- B.S. Informatics
- B.A. Psychology
- B.A. Sociology

Master's Degrees

- M.B.A. Master of Business Administration
- M.L.S. Master of Liberal Studies
- M.P.A. Master of Public Affairs
  - Concentrations:
    - Criminal Justice
    - Health Services Administration & and Social Change
    - Sustainability and Social Change
    - Leadership
- M.S. Computer Information Systems
- M.S. Educational Leadership
- M.S. Elementary Education
- M.S. Nursing
- M.S. Secondary Education
- M.S.W. Master of Social Work
  - Practices areas:
    - Health
    - Mental Health and Addictions
    - School Social Work

Certificate Programs

- Accounting (post-baccalaureate)
- Community Development and Urban Studies (post-baccalaureate)
- Computer Information Systems (post-baccalaureate)
- Composition Studies (graduate, online)
- Dental Assisting
- Management (graduate)
- Public Affairs
- Public Health
- Public Management (graduate)
- Public Safety
- Race-Ethnic Studies (post-baccalaureate)
- Sports Management
- Women's and Gender Studies

Online Degrees

Associate Degrees

- Associate of Science in Labor Studies

Bachelors Degrees

- Bachelors of Arts in History
- Bachelors of Applied Science
- Bachelors of Applied Health Science
- Bachelors of General Studies
- Bachelors of Science in Actuarial Science
- Bachelors of Science in Accounting
- Bachelors of Science in Applied Statistics
- Bachelors of Science in Business Administration
- Bachelors of Science in Computer Science
- Bachelors of Science in Data Science

- Bachelors of Science in Digital Media and Storytelling
- Bachelors of Science in French
- Bachelors of Science in Medical Imaging Technology
- Bachelors of Science in Health Information Administration
- Bachelors of Science in Informatics
- Bachelors of Science in Labor Studies
- Bachelors of Science in Nursing (RN-BSN)
- Bachelors of Science in Spanish
- Bachelors of Science in Sustainability

Certificates

- Certificate in Labor Studies
- Graduate Certificate in Biology
- Graduate Certificate in Chemistry
- Graduate Certificate in Communication Studies
- Graduate Certificate in Composition Studies
- Graduate Certificate in Computer Science
- Graduate Certificate in Criminal Justice Leadership and Management
- Graduate Certificate in District Level Administration in Urban Settings
- Graduate Certificate in History
- Graduate Certificate in Language and Literature
- Graduate Certificate in Literature
- Graduate Certificate in Mathematics
- Graduate Certificate in Political Science
- Graduate Certificate in Spanish

Masters Degrees

- Masters of Arts in English
- Masters of Liberal Studies
- Master of Arts in History
- Master of Arts in Political Science
- Master of Arts in Teaching - Mathematics
- Master of Arts in Teaching - Biology
- Master of Arts in Teaching- Chemistry
- Master of Arts in Teaching - Computer Science
- Master of Arts in Teaching - French
- Master of Arts in Teaching - Political Science
- Master of Arts in Teaching - History
- Master of Science in Criminal Justice and Public Safety
- Master of Science in Educational Technology for Learning
- Master of Science in Management
- Master of Science in Strategic Finance
- Master of Science in Teaching, Learning and Curriculum

Specialist

- Educational Leadership (Ed.S.)

Summer Sessions

In addition to the regular session, Indiana University Northwest regularly offers summer sessions. These sessions are for students who want to study on the graduate level, to supplement courses taken during the regular year, or to speed up the completion of university study. They also allow high school graduates to enter the university immediately and to continue their education without interruption. Admission, orientation, and testing can thus be completed before the fall semester opens. Students admitted to the College of Health and Human Services may be required to enroll in summer session courses. These students should consult with their program directors for further information.

Overseas Study Programs

Indiana University Program

Credit earned in overseas study programs sponsored by Indiana University or participated in by Indiana University on a consortium basis is considered Indiana University credit, not transfer credit. Consequently, university scholarships and loans are applicable to fees for these programs. Credit usually satisfies Indiana University degree requirements and meets the senior residency requirement. Programs are not restricted to language majors. Indiana University's programs include academic year programs in Bologna (Italy), Canterbury (Britain), Hamburg (Germany), Jerusalem (Israel), Lima (Peru), Madrid (Spain), Nagoya (Japan), Paris (France), São Paulo (Brazil), Seoul (South Korea), Aix-en-Provence (France), and Zomba (Malawi); semester programs in Beijing (China), Belize, Hangzhou (China), Leiden (Netherlands), St. Petersburg (Russia), Ljubljana (Slovenia), London (Britain), Maastrict (Netherlands), Moscow (Russia), Rennes (France), Rome (Italy), Rotterdam (Netherlands), Seville (Spain), and Singapore; summer programs in Costa Rica, Dijon (France), Florence (Italy), Graz (Austria), Guanajuato (Mexico), St. Petersburg (Russia), Quebec (Canada), Salamanca (Spain), and Mexico City (Mexico).

Other Study-Abroad Programs

Overseas study programs sponsored by institutions and organizations other than Indiana University are of varying quality. University policy on the acceptability of transfer credit from such programs is as follows:

- Transfer credit will be granted in accordance with usual Indiana University policy for credit earned in programs administered by a regionally accredited U.S. college or university or by a foreign institution that is recognized by the Ministry of Education of the country as a university-level institution.
- Transfer credit will similarly be granted for university-level course work completed at institutions or agencies that have been officially evaluated by Indiana University.
- Transfer credits may in certain cases be granted for university-level course work completed at nonaccredited overseas institutions and agencies that have not been evaluated by Indiana University but for which an academic record with grades is issued, but the maximum quantity will be 1 Indiana University credit hour for each 2 credit hours (or the equivalent) appearing on the transcript of the institution or agency. In many cases, despite the issuance of a transcript, no transcript credit will be granted.
- No credit will be granted for work completed in programs for which no grades or transcripts are issued.

Other Policies

- In all transfer cases, the quantity of credit awarded by Indiana University will never exceed the number of credit hours that can be earned at an Indiana University campus in the same amount of time.
- Many courses completed in study abroad programs fall into a sequential pattern among Indiana University departmental offerings. In all cases where sequential-type courses are involved, the respective academic departments may at their discretion require examinations before any transfer is granted.
- In order to avoid misunderstanding, students who plan to participate in overseas study programs that are not sponsored by Indiana University are strongly urged to consult their major departments or schools before making any commitment.
- None of the preceding affects in any way the procedures for establishing credit by examination outlined in this bulletin.

For further information, contact the campus international programs coordinator in the Department of Modern Languages.

Admissions

- The Office of Admissions is one of several offices on campus for prospective students to begin learning about the university.
- Students may secure admissions applications, academic brochures, and other information about admissions and enrollment.
- Prospective students may talk with an admissions counselor and be given a tour of the campus, which can provide students the opportunity to meet with professors in their area of interest.
- Application Priority Dates:
  - Fall Semester: July 1
  - Spring Semester: December 1
  - Summer Session I: April 1
  - Summer Session II: June 1

Office of Admissions
IU Northwest
Hawthorn Hall 100
3400 Broadway
Gary, IN 46408-1197
(219) 980-6991

Contact the Office of Admissions (admit.iu.edu) for additional contact information.

Early Start Program Admission

Qualified high school seniors and juniors may be given permission to enroll in appropriate on-campus freshman courses while completing their high school courses. Students may qualify for early admission under the following conditions:

1. Junior or senior class status in high school
2. 3.0 or higher cumulative GPA out of a 4.0 scale in high school classes completed
3. Possess a positive recommendation from high school principal (or designee)
4. Consent from parent or guardian

Visit www.northwest.iu.edu/high-school-students for more information.

Dual Credit/Concurrent Enrollment/ Advance College Project

IU Northwest has partnered with many high schools in northwest Indiana to offer dual credit/concurrent enrollment programs. These programs offer high schools juniors and seniors an opportunity to earn college credit, potentially completing an Indiana College Core certificate or a Next Level Programs of Study pathway, when enrolled in designated high school courses. For more information, contact your high school guidance counselor or https://northwest.iu.edu/admissions/high-school-students/index.html.

Undergraduate Admissions

Application Process for Freshman Students

Each freshman applicant must submit the following:

1. The completed undergraduate admission application (online application preferred)
2. An official high school transcript plus official college transcripts if dual credit has been earned with a C or better from a non-IU campus.
3. Current high school seniors have the option to submit SAT and/or ACT test scores.
4. A $15 application fee if applying through the Comon App (or 21^{S} Century Scholar or SAT/ACT fee waiver if applicable)
5. AP Credit by examination scores, if applicable
6. Criminal Activity Disclosure statement, if applicable
7. Joint Services Transcript, JST or Community College of the Air Force, CCAF, if veteran (for credit granting purpose only)

IU Northwest supports the State of Indiana Core 40 curriculum. Indiana residents graduating from high school in 2011 or thereafter must complete Core 40 to satisfy the minimum requirement for admission. Out-of-state applicants are expected to complete an equivalent college preparation curriculum. Students not completing Core 40 can prove they are prepared to succeed in college coursework by successfully completing at least twelve credit hours of college-level courses with at least a “C’ average or at least the equivalent in each course and applying to IU Northwest as a transfer student.

Indiana University has adopted the following admissions policies to insure that undergraduate students are prepared for university work. Applicants for admission to Indiana University will be expected to meet the following criteria.

Persons applying for admissions to degree programs should have graduated from a state-accredited high school and completed, before they matriculate, the following 40 credits:

1. Eight credits of English, including a balance of literature, composition and speech.
2. Six credits of social studies, including U.S. history, world history/civilization, economics, U.S. government

3. Six credits of math including four credits of algebra and two credits of geometry or an equivalent six credits of integrated algebra and geometry
4. Six credits of laboratory science, including biology, chemistry or physics, or integrated chemistry-physics
5. Five credits in some combination of world languages, fine arts or career-technical
6. Two credits of physical education and one credit of health
7. Six elective credits which are recommended to be of college-preparatory nature

If the requirements of an out-of-state applicant's high school diploma preclude satisfying these course requirements, then alternate college-preparatory courses may be substituted where necessary.

Applicants are expected to have at least a cumulative GPA of 2.0 on a 4.0 scale, rank in the top half of their class (if applicable).

Students without a high school diploma may submit a GED/TASC certificate showing an average score of at least 50 (before January 1, 2003), 500 (after January 1, 2003 and before January 1, 2014) or 500 on each subject section (effective January 1, 2014).

Transfer Students

Each transfer applicant must submit the following:

1. The completed undergraduate admission application (online application preferred)
2. Official transcripts from every college/university attended.
3. Official high school transcript if less than 26 hours of college level has been successfully completed with a “C” or better
4. AP Credit by examination scores, if applicable
5. A $15 application fee if applying through the Common App only
6. Criminal Activity Disclosure statement, if applicable
7. Joint Services Transcript, JST or Community College of the Air Force, CCAF, if veteran (for credit granting purpose only)

Applicants for admission as a transfer student must be in good standing with their previous college(s) and have a cumulative GPA of at least a 2.0 on a 4.0 scale.

Transfer applicants must request and submit official transcripts from ALL regionally accredited colleges/ universities attended. IU Northwest accepts electronic transcripts directly from the institution or through secure transcript agencies such as the National Student Clearinghouse. IU credit will not be given at a future date for credit previously earned from a school that is not listed at the time of application.

IU Northwest accepts credit from regionally accredited institutions for college-level courses in which the student has received a grade of C or better. Institutional test credit and courses graded pass/fail or credit/no credit without an associated grade are not transferable. In general, there is no time limit for transferability of credit; however, some departments have established time limitations for transferring specific courses due to their nature. The initial equivalency of credit is processed by the Office of Admissions, based on the Indiana Core Transfer Library, articulation agreements, or previously determined equivalencies by the faculty. A student has the right to appeal the initial conversion of credit by contacting the department faculty chair and providing additional proof of equivalency, such as syllabus, course content and textbook information.

A list of courses that will transfer among Indiana public college and university campuses can be found at Indiana Core Transfer Library, https://transferin.net/earned-credits/core-transfer-library/

Transfer Articulation Pathways (TSAPs)

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes University may put you on a Single Articulation Pathway to a BA or BS at IU Northwest. You can follow a single articulation pathway from an Indiana community college to a corresponding degree here, at IU Northwest, without a loss of credit hours. The undergraduate degrees include: biology, business administration, chemistry, criminal justice, nursing, social work, elementary education, informatics, psychology, sociology, and secondary education (math and science).

Visiting Students

Visiting applicants do not intend to seek a degree at IU Northwest (or any Indiana University campus) but want to earn academic credits at IU Northwest for a limited period of time, usually one semester, to transfer to their home institution. *These students are not eligible for financial aid.*

Each applicant must submit the following:

1. The completed admission application (online application preferred)
2. An official college/university transcript showing good standing with a “C” or better or a letter from the school indicating good academic standing;GED or high school transcript showing average or above average achievement
3. A $15 application fee if applying through the Common App only
4. Criminal Activity Disclosure statement, if applicable

Adult Non-Degree Seeking Students

This admission status is designed to serve adults who do not want to earn a degree at this time, but want to earn academic credits. *These students are not eligible for financial aid.*

An adult nondegree student may be admitted upon submission of the following:

1. The admission application. (online preferred)
2. An official high school transcript or GED showing average or above average achievement or a transcript . *Note:* The applicant who is not eligible for regular admission will also be denied admission in this category.
3. $15 application fee if applying through the Common App only.
4. Criminal Activity Disclosure statement, if applicable.

Note: The applicant who is not eligible for regular admission will also be denied admission as a visiting student or an adult non-degree seeking student.

International Applicants

All non-United States citizens and those educated in countries other than the United States who want to study any program at any level are required to complete the online application as an international applicant for Admission. The online application, along with a $65 application fee, must be completed and appropriate educational records, must be forwarded to the IU Northwest Office of Admissions, where it will be evaluated and processed in coordination with International Services at the Bloomington campus. For more information, please contact the Office of Admissions at 219/980-6991.

Intercampus Transfer Students

Students attending other IU campuses who wish to transfer temporarily or permanently to IU Northwest may submit their intercampus transfer application at northwest.iu.edu/apply.

Bachelor Degree Holders Applying for a Second Degree

Each applicant must submit the following (online preferred)

1. The completed undergraduate admission application (online application preferred)
2. Official transcripts from every college/university attended. Transcript must show completion of a bachelor degree.
3. A $15 application fee if applying through the Common App only.
4. Criminal Activity Disclosure statement, if applicable
5. Joint Services Transcript, JST or Community College of the Air Force, CCAF, if veteran(for credit granting purpose only).

Returning Students (previously attended at IUN)

If your last attendance at an Indiana University campus has been **MORE** than a calendar year, regardless of if you have attended another college or university, complete the application at northwest.iu.edu/apply.

You will also need to supply a transcript from each college or university you have attended since enrolling at IU Northwest or another IU campus. Send transcripts electronically to admit2@iu.edu or mailed to IU Northwest, Office of Admissions, Hawthorn Hall 100, 3400 Broadway, Gary, IN 46408.

Veteran/Military Students

In granting credit on the basis of education gained through military service, schools, and experience, IU Northwest Office of Admissions follows the American Council on Education's Guide to Evaluation of Educational Experiences in the Armed Services.

To receive credit for your military service background, you must submit your Joint Services Transcript, JST or Community College of the Air Force, CCAF, or university/ college transcript.

Indiana University Northwest limits academic residency to no more than twenty-five percent of the degree requirements for undergraduate degrees for **active-duty service members** as part of the Servicemembers Opportunity Colleges Consortium. Academic residency can be completed at any time while active-duty service members are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner. Students must contact an academic advisor to create a plan for accommodating the need to activate the waiver in order to maintain the integrity of their Indiana University degree. The IU Northwest School of Nursing is excluded from Consortium membership and so not bound by these rules.

Notice of Admission Status

All applicants who follow the guidelines will receive notification of their admission status within 2 weeks of the receipt of all materials. *Admission to an academic division as a pre-major does not indicate admission into the program, i.e., Pre-Nursing, Pre-Dental Education, Pre-Radiography or Pre-Radiologic Science, or Pre-Health Information Management students must submit a departmental application to and be admitted into the program by the respective departments.*

21st Century Scholars

The 21st Century Scholars program specialist offers direct support to 21st Century Scholars, connects students to on-campus resources, provides informational sessions and success related programming. The four goal areas of support are: academic performance and persistence; student engagement and enrichment; career exploration and preparation; and financial literacy and debt management.

Placement Testing

The university requires that all new students not transferring in college level English or math are placed in courses commensurate with their academic abilities. English placement testing is completed online and can be done from any computer off or on campus. Based on standardized test scores (SAT or ACT), many students are placed in a math level without having to complete testing, but students without standardized test scores or college level math credit may still be required to complete math placement. Students who have experience in a foreign language in high school are encouraged to take the Foreign Language Placement Test. Tests are offered in French, German, and Spanish and permit the awarding of special credit. There is a $13.80 fee for each test.

For more information about the placement test and eligibility requirements, please visit: www.northwest.iu.edu/placement-testing.

New Student Orientation

New Student Orientation is mandatory for all new freshmen and transfer students. Multiple orientation programs are offered during the year and are designed to give students the tools to transition successfully into IU Northwest. Students will have an opportunity to learn more about the campus community through interactions with faculty, staff and current students during NSO and there will be opportunities for academic advising, registration and tours. Parents and guests are welcome to attend orientation and parent programming is

provided. Reservations can be made through New Student Orientation or by contacting the Office of Academic Success and Achievement Programs at (219) 981-4296 or new2iun@iu.edu.

Graduate Programs

Students seeking graduate degrees must apply using the graduate application located at Indiana University Graduate CAS | Applicant Login Page Section (liaisoncas.com). Each college or school that awards graduate degrees has its own admission policies and procedures. The appropriate dean or graduate advisor must officially approve a student's enrollment in graduate courses. If students register for graduate credits without school approval, they do so without assurance that credit for such work may be applied toward fulfilling requirements for an advanced degree.

Nondiscrimination Policy

Indiana University is committed to equal opportunity for all persons and provides its services without regard to gender, age, race, religion, ethnicity, sexual orientation, veteran status, or disability. The university director of affirmative action is responsible for carrying out the affirmative action program for units in central administration. In addition, there is an affirmative action officer on each campus who develops and administers the program locally.

To consult with the Accessibilities Service Coordinator for students with disabilities at IU Northwest, contact the Office of Student Support Services, (219) 980-6941. The coordinator of Title IX for Women's Rights and Issues at IU Northwest is housed within the Office of Equal Opportunity and Affirmative Action Programs, (219) 980-6705.

Determining Resident Status

Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes

https://policies.iu.edu/policies/vpss-07-rules-determining-resident-nonresident-student-status/index.html

Financial Information

Basic Costs

Expenses for attending Indiana University Northwest for an academic year, including in-state fees for 30 credit hours, books, and supplies, total approximately $9,768.00. Expenditures for clothing, travel, entertainment, and personal items are not included in this estimate.

Fees

Tuition and fees are determined by the Indiana University Board of Trustees and are subject to change by action of the trustees. Students are advised to consult the Indiana University Northwest Office of Student Accounts to determine the current fees and due dates for any given semester.

Deferment Plans

In accordance with Indiana University Northwest's commitment to provide quality education at a reasonable cost, deferment plans are offered to eligible students. Eligibility is based on the total amount of a student's assessed tuition and fees for a semester and past payment history with the university. To participate in a deferment/payment plan, the minimum amount due on your bill must be paid by the due date. The minimum amount due consists of approximately 25-35 percent of the total bill. A deferment fee is charged for this service. During the fall and spring semester, up to 4 payments can be made. Each payment must be made by the pre-determined due dates for each semester. Contact the Office of the Bursar for specific details.

Refund of Student Fees

When a student withdraws from a course or courses, a refund will be made for most courses involved according to the refund policy stated in the campus *Schedule of Classes.* Full refund of fees is given only during the first week of classes. Students are advised to consult the Indiana University Northwest Office of Student Accounts Web site or contact the Office of the Bursar for more detailed information regarding the refund of student fees.

Special Credit

Any student who is full-time (12 cr.-18 cr.) does not need to pay for special credits under the banded tuition fees for full-time students, regardless of their Freshman to Senior status. Transfer and new students in their first year who are part time are also exempt from charge for special credits. All others must pay a per credit rate for eligible special credits. Each academic unit determines in which courses, if any, special credit by examination may be earned.

Financial Aid & Scholarships

In addition to developing local scholarship assistance programs, Indiana University Northwest participates in the full variety of federal and state-sponsored programs. The financial aid program serves students from diverse parts of society. Every student who applies for financial aid and has demonstrated financial need is assured some type of financial assistance.

In order to be considered for financial assistance, a student must submit a Free Application for Federal Student Aid (FAFSA). The application can be completed on line at www.studentaid.gov. The FAFSA applications should be completed by April 15 for the following academic year to meet the state grant deadline.

Financial assistance, in various forms, is available for students attending any Indiana University campus. Because scholarship and grant funds are limited, the student's entire need for funds cannot always be met from these sources. Therefore, several types of financial aid may be combined to meet the student's financial need. It is not uncommon for a student, particularly with a large financial need, to receive assistance in the forms of scholarships, grants, loans, and employment earnings, or some combination of these sources.

Scholarships

Most scholarships are awarded on the basis of the applicant's academic achievement and potential for college success. Some scholarships also require demonstrated financial need.

Local Scholarships

Scholarship funds, established and provided by individuals, organizations, business, industry, and other private organizations in the area, are available to students attending IU Northwest. These may be offered in addition to the scholarships awarded by the university which can be viewed at the Office of Financial Aid and Scholarships, Scholarships page.

Financial Aid for Military and Public Safety Officers Services Indiana

Indiana residents who are children of disabled or wounded veterans, who are children of missing-in-action or prisoner-of-war veterans of Vietnam, or who are children of law enforcement officers or firefighters killed in the line of duty are eligible for a partial fee remittance. Students must meet general financial aid guidelines for eligibility for the Military and Public Safety Officer's Program. Inquire at the Office of Financial Aid and Scholarships at IU Northwest.

Federal College Work-Study Program

The federal government has provided funds to stimulate and promote part-time employment of students in institutions of higher education. To be eligible for this program, students must be enrolled during the semester in which they wish to be employed. The student must also verify a need for financial assistance. Under this program, employment is limited to an average of 20 hours per week whenever regular classes are in session.

Federal Direct Student Loans

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education (the Department) rather than a bank or other financial institution. Students must meet general guidelines for eligibility for federal aid, and must be enrolled at least half time. Repayment begins six months after the student completes the program or is enrolled below a half-time status. Graduate students may be eligible for up to $20,500 per year in the Federal Direct Student Loan Program and undergraduate students may be eligible for up to $12,500 depending on dependency status and grade level. If graduate program official costs of attendance exceeds the Direct Loan limit, credit-worthy students may borrow the additional amount up to cost of attendance in the Graduate PLUS Program.

Federal Pell Grant

The federal Pell Grants program provides financial assistance to those who need it to attend post-secondary educational institutions. Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of financial aid in order to meet the full cost of education. The amount is determined by the student's and/or the family's financial resources.

Federal Direct PLUS Loan (Parents' Loans for Undergraduate Students)

The PLUS loan allows parents to borrow on behalf of their dependent undergraduate children who are enrolled at least half time. Loans to parents of dependent undergraduate students are made for up to the full cost of the student's education less the student's financial aid.

Federal Supplemental Educational Opportunity Grants

All undergraduate students admitted to the university are eligible for this award on the basis of high financial need. The amount of the grant is determined by the student's financial need for funds. First preference must be given to Federal Pell Grant recipients.

Vocational Rehabilitation

A person with a disability may qualify for financial assistance through the Vocational Rehabilitation Program. Application must be made directly to the Vocational Rehabilitation Services located in the student's community.

Federal Direct Graduate PLUS Program

Graduate or professional students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS Loans.

Satisfactory Academic Progress

To be eligible to continue to receive any Federal, State of Indiana, or IU Northwest financial aid, a student must demonstrate satisfactory academic progress (SAP) toward an approved certificate or degree. The financial aid SAP standards may differ from requirements set forth by IU Northwest academic schools and departments. The measure of SAP must include all college course work attempted at IU Northwest and elsewhere. SAP is applied to all attempted courses that appear on the student academic transcript, whether or not financial aid was received for all attempted courses. SAP is monitored once a year, at the end of the spring semester. Students are expected to understand the SAP policy and comply with it.

To demonstrate SAP, students are expected to earn credit for at least 67 percent of the credits they attempt. Students are therefore not eligible to receive any further financial aid once they have attempted 150 percent of the credits that are needed to complete their particular academic program. In addition, undergraduate students must maintain a minimum 2.00 program grade point average and graduate students must maintain a minimum 3.0 program grade point average.

Students who fail to meet the Satisfactory Academic Progress policy are considered not meeting SAP and are no longer eligible for financial aid. A student can appeal their SAP status through the Office of Financial Aid and Scholarships. Students not meeting SAP will be sent an email informing them of the steps they need to take in order to submit a SAP appeal. Complete appeals must consist of the appeal form completed and signed by both academic advisor and student, along with all relevant documentation.

Withdrawing after the Awarding of Financial Aid

Should a student withdraw from a class or classes, once financial aid has already been credited to the student's bursar account for the dropped class or classes, some recalculation of the financial aid may be necessary. Students should *always* consult with a Financial Aid Counselor *before* withdrawing from any class or classes, especially once financial aid has already been credited to the student's bursar account.

Policies & Procedures

The Student's Responsibility

All colleges establish certain academic requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses, majors and minors, and campus residence. Advisors, directors, and deans will always help a student meet those requirements, but the student is responsible for fulfilling them. At the end of a student's course of study, the faculty and the Trustees of Indiana University vote upon the conferring of the degree. If requirements have not been satisfied, the degree will be withheld pending adequate fulfillment. *For that reason it is important: (1) for students to acquaint themselves with all regulations and remain informed throughout their college careers; and (2) for students to realize that while IU Northwest establishes certain minimum standards that apply to its students, other standards may be established by its various academic divisions. Therefore, students should refer to the appropriate section(s) of this bulletin for a more complete statement of academic policy.*

Academic Standing

Candidates in Good Standing for Baccalaureate Degrees Students are considered to be candidates in good standing for an Indiana University baccalaureate degree when their academic grade point averages are not less than a C (2.0) average for the last semester's work and when the cumulative average is not below this same level.

Class Standing

Class standing is based on the number of credit hours completed: freshman, fewer than 30; sophomore, 30-59; junior, 60-89; senior, 90 or more.

Student Load

Students may register for a single course or for up to a full-time college program. Students who register for 12 or more credit hours per semester (12 or more across the summer sessions) are full-time students. It is not recommended that a person employed full time take more than 6 credit hours of academic work during each regular semester, either in residence or in absentia, or more than 3 credit hours in each summer session.

Students who expect 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 College/School, a student is not permitted to carry more than 18 credit hours.

Chancellor's List

Students carrying 12 letter-grade credit hours or more who earn a 4.0 grade point average for the semester are placed on the Chancellor's List. Part-time students enrolled in a degree or certificate program will be placed on the Chancellor's List provided they carry 12 letter-grade credit hours or more during the regular academic year (August to May) and earn a 4.0 grade point average.

Dean's List

Students carrying 12 letter-grade credit hours or more who earn a 3.3 grade point average or higher for the semester are placed on the Dean's List. Part-time students enrolled in a degree or certificate program will be placed on the Dean's List provided they carry 12 letter-grade credit hours or more during the regular academic year (August to May) and earn a 3.3 or higher grade point average.

Absence

Illness is usually the only acceptable excuse for absence from class. Absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. The instructor will report a student's excessive absence to the chairperson of the academic division in which the student is majoring.

A student who misses a final examination and who has a passing grade up to that time may be given a grade of Incomplete until the instructor or the division chairperson has had an opportunity to review the reason for the absence.

Probation

Students are placed on probation whenever their cumulative grade point average is below 2.0 unless their academic program has established a higher standard. A student on probation remains on probation until their cumulative GPA is 2.0 or higher. The ramifications of probation on a student's status at the University depend upon the academic unit in which the student is enrolled. Students who are placed on probation should discuss it with their academic advisor as soon as possible, to learn what is necessary to be allowed to continue with the academic program.

Dismissal

Students are dismissed from the university when they have ceased to make adequate progress toward their degrees. A student who has failed to earn a C average in any two semesters and whose cumulative average is below 2.0 is considered to be making insufficient progress toward the degree. A student earning less than a D average (1.0) for a semester, and whose cumulative grade point falls below a C (2.0) average, is dismissed by the academic unit. **If this is the first dismissal, the student may petition the academic unit for reinstatement.** Depending on the academic program, a student who has been reinstated by petition may be required to earn more than a C average in order to be considered to be making satisfactory progress toward the degree.

Reinstatement

Dismissed students must remain out of their academic program for at least one regular semester during or after which they may petition their academic divisions for

reinstatement. Reinstatement after a second dismissal will rarely be approved.

Applications for reinstatement must be received no later than **August 1 for the fall semester, December 1 for the spring semester, April 1 for the first summer session, and May 1 for the second summer session.** Those dates serve as a general guideline, but students should check with the appropriate academic unit office for special unit deadlines.

Academic Renewal Policy

Undergraduate students who have not attended Indiana University for at least two years, are pursuing their first bachelor's degree, and are returning to IU Northwest for the fall semester, 2010 or later, may request academic renewal. Renewal means that all grades earned during the term(s) in question will not be counted in the calculation of the program GPA. The grades will remain on the student's official transcript and will count in the IU GPA. Academic renewal may be requested for no more than two terms of IU coursework. Two consecutive summer sessions may be considered a single academic term for purposes of this policy. The petition must be submitted upon application for admission to a degree-granting unit. If the student has not yet been admitted to a degree-granting unit, the student should submit a notification of intent to petition for academic renewal as part of the academic advising process. Academic renewal may be invoked only once in a student's academic career. Academic renewal is inapplicable to any grades issued as a result of academic dishonesty. Academic renewal petition forms are available from your academic school or division.

Beginning with the Fall 2010 semester, after approval of the Academic renewal petition, the original grades will remain on a student's academic record (official and unofficial transcripts), but the GPA and hours earned calculations will be adjusted appropriately in the Program statistics.

Academic renewal does not impact/change the Indiana University earned hours or GPA calculations. The policy does impact the Student Program statistics in order to provide academic units at IU Northwest with statistics that support awarding an IU Northwest degree(s). Academic renewal is campus-specific. Semesters renewed at IU Northwest need not be forgiven at any other IU campus. Academic renewal only applies to students who have not completed a bachelor's degree. Invocation of academic renewal does not preclude a student using other available, course-specific grade replacement options, subject to each academic unit's rules and procedures. The Academic Renewal Policy does not circumvent any specific additional admissions or grade policies by particular schools/divisions.

On the Degree Progress report, a text statement will be placed above the semester approved for forgiveness that reads: "Academic courses for this term are forgiven by IU Northwest, mm/dd/yyyy." In addition, under each course forgiven, there will be a text statement that reads: "Attention: No Academic Program Credit or GPA (Forgiven)."

Addition of Courses after Semester Start

No student is permitted to enroll in any regularly scheduled course or for any additional hours of credit in any course after the first week of a semester or session unless the instructor of the course approves that an exception be made and the request is approved by the student's advisor.

Withdrawals from Courses

A student may withdraw from a course during the first 12 weeks of the semester (fourth week of a summer session) and will receive a grade of W. After the twelvth week (fourth week of a summer session), the grade shall be W or F as determined by the instructor.

This is an electronic process. Please see northwest.iu.edu/registrar/students/reg-add-drop-course.html for more details.
Withdrawals during the automatic W period require the approval of the academic advisor. After the automatic withdrawal period, a student may withdraw only with the permission of his or her dean. This approval is given only for urgent reasons relating to extended illness or equivalent distress. To qualify for the grade of W, a student must be passing the course on the date of withdrawal. If the student is failing, the grade recorded on the date of withdrawal will be F.

Students who alter their original class schedules, whether by personal incentive or by university directive, must do so officially by the procedure outlined above. Students who do not assume this responsibility are jeopardizing their records by the possibility of incurring an F in a course not properly dropped or not receiving credit in a course improperly added.

Students who simply stop attending classes without formally withdrawing will jeopardize their student status, will become liable for repayment of all federal financial aid and tuition and fees.

Grades

The official grading system of the university is as follows: A, B, C, D, F, I (Incomplete), W (Withdrawn), P (Passed), S (Satisfactory), R (Deferred Grade), and FX (Failure Removed from GPA Calculations). The University Faculty Council has passed a resolution that permits the use of plus and minus grades. The faculty council has also established a formula that attaches varying weights to these grades in computing grade point averages: 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.

The legislation was framed in general terms and applies to instructors teaching graduates and undergraduates on all campuses of Indiana University. Within the policy, individual instructors and academic units can elect to require its faculty to assign

1. only straight letter grades;
2. any combination of plus, minus, and straight letter grades; or
3. Pass/Fail in clinical or other phases of course work, or to permit individual students in specified courses to elect Pass/Fail options.

The weights assigned by the registrar will be those specified above. It is the responsibility of the academic unit to adopt procedures for electing options, implementing the decision, and announcing its decision to faculty and students.
The quality of a student's work is indicated by the following grades:

- A = Unusal degree of academic excellence
- B = Above average achievement
- C = Average achievement
- D = Passing work but below desired standards
- F = Failure in a course
- S = Satisfactory
- P = Passed (Pass/Fail Option)
- W = Withdrawn
- I = Incomplete
- R = Deferred Grade
- FX
- Credit by Examination
- Veterans Credit
- Grade Appeals

Withdrawn

The grade W is given when the student, with the approval of the academic advisor, officially withdraws during the first 9 weeks of a semester or the first four weeks of a summer session. Thereafter, it is given only when the student withdraws with the approval of the instructor and the division chairperson and if the student is passing on the date of withdrawal.

Passed (Pass/Fail Option)

Students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The student must exercise the election of this option within the first three weeks of the semester or first two weeks of the summer sessions. Required courses and courses used to meet concentration requirements may not be taken under this option. The responsibility for approval, as well as special regulations affecting the option, rests with the chairperson of the student's College/School under procedures that the division establishes. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot be subsequently changed to a grade of A, B, C, or D.

Satisfactory

Certain courses are offered under the S/F grading policy. Credits earned with the grade S count toward graduation but are not computed in the grade point average. In any course in which the grade S is used, the only other grade permitted will be F.

Deferred Grade

Used on the final grade report, the R indicates that the nature of the course is such that the work of the student can be evaluated only after two or more terms. The grade R is appropriate only so long as there is work in progress. The deferred grade procedure can be used only with approval of the academic unit and the willingness of the student to take the extended course before receiving a grade.

Removal of a Deferred Grade At the end of the second term of a deferred grade course, the instructor will submit the student's grade through the eGrade change process.

If work is interrupted because of extenuating circumstances, a special arrangement between student and instructor must be made on a term-to--term basis. If a student drops out of a course before the work is complete, the instructor must assign a regular grade (A, B, C, W, etc.) for the course.

Incomplete

The grade I may be given only when the work of the course is substantially completed and when the student's work is of a passing quality. When an Incomplete is assigned, a record must be maintained in the department in which the grade was given. The record will include the reason for recording the Incomplete, the course number and hours of credit, the signature of the instructor, and a guide for its removal, with a suggested final grade in the event of the departure or extended absence of the instructor from the campus.

The time allowed for the removal of an Incomplete is one calendar year from the date of its recording, however the chairperson of the student's College/School may authorize adjustment of this period in exceptional circumstances. By assigning an Incomplete, the instructor implicitly authorizes and requires the I to be changed to an F at the end of the appropriate time period, if that instructor does not otherwise act to remove the I. The registrar will automatically change the I to an F at the end of the appropriate time period. A grade of Incomplete may be removed if the student completes the work within the time limit or if the student's chairperson authorizes the change of the Incomplete to W. Students may not reregister in a course in which they have a grade of Incomplete.

Extended-X

Applied retroactively from Spring 2017 forward-any prior grade, not otherwise excluded by this policy, is eligible for replacement by grades earned in Spring 2017 and beyond.

Since the inception of the Best repeat rule, the primary benefit of Extended-X is to mask previous lower grades as a grade of X.
Undergraduate students who receive a grade lower than an A may be eligible, upon retaking the course, to remove the earlier grade from their grade point average (GPA). The original grade will be replaced on the transcript with the letter grade followed by an X (e.g., a D would be replaced with a DX, a C with a CX, etc.) and the new grade will be recorded in the semester the course was retaken. Students wishing to exercise this option must request the change from their academic unit who will complete the appropriate form and send to the Registrar.

Please note the following restrictions:
• Students may apply for an Extended-X for a maximum of 3 courses or 10 credits, whichever comes first.
• A student may use the Extended-X option only once for a given course.
• A student receiving a grade of W or I will not qualify for removal of the original grade.
• 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.
• Students must complete the Extended-X process prior to graduation.
• Graduate students are not eligible for an Extended-X. (This applies to solely graduate students, not to graduate courses)
• A student who has failed a course due to academic dishonesty may not retake that course for grade replacement under this policy.
• Not all schools recognize the Extended-X policy in the same manner. Students should refer to their school's web site, advisors or records office to determine their eligibility for application of this policy.
• Students planning to apply to professional or graduate schools should consult their advisor as many programs manually recalculate applicants' GPAs, and the originally received grade will still be published on the student 's transcript.
• Transfer courses are not eligible attempts under this policy. Only graded courses taken at JU are eligible prior attempts.

Credit by Examination

The student may receive credit for certain courses by specific scores on College Board Achievement (AP) Tests; by specific scores on College-level Examination Program tests (CLEP); by specific scores on International Baccalaureate (IB) tests; by specific scores on Cambridge International Advanced A or AS level tests; by outstanding performance on advanced placement examinations given before the beginning of each academic year in French, German, and Spanish; and by successful performance on appropriate examinations while at Indiana University. Students who believe they are eligible for special credit because of superior preparation or independent study are urged to accelerate their college programs in this manner. Please see the Office of Admissions for more details.

Where credit by examination is awarded by the university, that credit will be recorded simply with the grade S on the student's transcript unless the examination clearly merits an A grade. Failure to pass the examination carries no penalty and is not recorded. See "Special Credit" under "Financial Information."

Veterans Credit

Veterans of military service are eligible for academic credit as a result of their military training and experience. The university follows the provisions of the American Council on Education (ACE) *Guide for the Evaluation of Educational Experiences in the Armed Services* in granting credit. In general, this provides that a student who has completed from six months to one year is eligible for 2 credit hours, equivalent to first- year ROTC; and a veteran of more than one year is eligible for 4 credit hours, equivalent to two years of ROTC, and 2 credit hours for one year of freshman physical education, less any physical education or basic ROTC credit previously earned. Additional credit as may be justified is awarded for special training programs. Copies of official discharge or separation papers or transcripts must be submitted as a basis for granting credit. The Office of Admissions administers evaluation of service credit.

Students attending the university with educational assistance from the G.I. Bill should note that for full- time monthly payment 12 hours of credit must be taken. Three-quarter-time benefit is paid for 9 to 11 hours of credit; half time consists of 6 to 8 credit hours or the equivalent.

Grade Appeals

Academic units should not consider petitions for change of grade from concluded courses older than 5 years. Academic units may choose to use a shorter time period than the campus limit. For the situation where a student believes there was an error in the calculation or assigning of a course grade or they are seeking a withdrawal, it is the responsibility of the student to contact the course instructor to discuss the grade and make his or her case to have the grade changed. If the course instructor declines to support the student's request for a change of grade or in situations where the instructor cannot be contacted, the student may appeal the course grade following the procedures established by the awarding academic unit.

The Change of Grade Request requires course information (course title, semester taken) and a reason for the requested change. Additional documentation to substantiate the reason may be required. If the student's performance or withdrawal was medically related, the student should provide appropriate supporting documentation. Decisions on grade changes are made within the schools. If the request is supported, the school will notify the Office of the Registrar of the new grade. If the request is denied, students will be so notified by the school. The student may then appeal to the Academic Affairs Committee of the Faculty Organization.

General Education Requirements

Undergraduate Programs

The general education program guides the achievement of excellence in undergraduate education at IU Northwest. It describes university level capabilities, knowledge across disciplines, and awareness of diversity that we believe every undergraduate at IU Northwest should attain. This program embraces learning experiences that prepare students for lifelong learning, ethical practices, successful careers, and effective citizenship. It serves as a way for students to achieve vital foundational skills that prepare them for advanced study within our baccalaureate degree programs

Foundations for Effective Learning and Communication

Fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.

Reading and Writing - Students will:

- Read actively and critically, analyzing and evaluating a writer's ideas and assumptions, use of illustrations, examples and evidence, and the effectiveness of the structure and style of challenging written texts.
- Analyze and evaluate the relationship between a writer's central purpose in a text and the rhetorical means-ethical, emotional, and logical-used to advance that purpose.
- Use the writing process as a tool of inquiry to discover, explore, test, and develop ideas.
- Draft and revise written texts that provide readers with effectively organized and clearly integrated

support-in the form of illustrations and examples, relevant and sufficient data, and other pertinent sources of information and ideas-of a well-formulated thesis.
- Incorporate the words and ideas of others correctly and effectively, as support of the text's thesis.
- Edit written texts for clarity and appropriateness of style, precision of language, and correctness in grammar and punctuation, and adhere to the expectations of an appropriate documentation style.

Oral Communication - Students will:

- Demonstrate a clearly defined purpose through an effective delivery of oral presentations that manifest logical organization, proper grammar, appropriate word choices, and coherent sentence structure.
- Present a central idea, clearly reasoned arguments, and an audience-centered perspective that takes account of communicative differences across cultures.
- Engage in ethical practices that include citation of credible sources.
- Demonstrate effective use of media and technologies that enhance the presentation.

Mathematical Reasoning - Students will:

- Use mathematical models such as formulas, graphs, tables to draw inferences.
- Represent mathematical information symbolically, visually, numerically, and verbally.
- Demonstrate the ability to effectively use arithmetic, algebraic, geometric, logical and/or statistical methods to model and solve real world problems.

Scientific Reasoning - Students will:

- Demonstrate the ability to identify and explain how scientific theories are formulated, tested, and validated.
- Demonstrate the ability to integrate and apply scientific methods which include defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.

Information Literacy - Students will:

- Determine the nature and extent of the information and the information sources needed.
- Access the information efficiently from a diverse set of information sources.
- Evaluate the information sources critically and incorporate selected information into papers and projects.
- Utilize information sources ethically and effectively document and communicate acquired information to accomplish a specific purpose.

Diversity - Students will:

- Demonstrate understanding of cultural diversity in a variety of contexts.
- Demonstrate understanding of the relationships between social structures, social justice, and human rights.
- Demonstrate understanding of racial minority experiences and diverse worldviews and the manner in which they shape U.S. culture and the world.

Broad and Integrative Knowledge

Mastery of the core concepts, principles, and methods in arts and humanities, the social and behavioral sciences, and the mathematical, physical, and life sciences.

Humanistic and Artistic Ways of Knowing - Students will:

- Articulate how intellectual traditions from diverse parts of the world shape present cultures.
- Demonstrate an understanding of a broad range of significant literary, philosophical, historical, linguistic, or religious works and approaches.
- Demonstrate an understanding of how the fine, performing or creative arts contribute to many aspects of human experience.
- Demonstrate knowledge about diverse cultures and societies.
- Demonstrate knowledge of the experiences and worldviews of groups defined by ethnicity, race, social class, language, religion, age, gender, sexual orientation, or disabilities.
- Analyze the interconnectedness of global and local concerns or explain how political or historical processes shape civilizations.

Social and Behavioral Ways of Knowing - Students will:

- Explain the methods of inquiry used by social or behavioral scientists.
- Explain behavior using social or behavioral science theories and concepts.
- Explain the factors that influence how different societies organize themselves or how individual differences influence various spheres of human activity.
- Demonstrate knowledge about diverse cultures and societies.
- Demonstrate knowledge of the experiences and worldviews of groups defined by ethnicity, race, social class, language, religion, age, gender, sexual orientation, or disabilities.
- Analyze the interconnectedness of global and local concerns or explain how political or historical processes shape civilizations.

Scientific and Mathematical Ways of Knowing - Students will:

- Use mathematical models such as formulas, graphs, tables to draw inferences.
- Represent mathematical information symbolically, visually, numerically, and verbally.
- Use arithmetic, algebraic, geometric, logical, and/or statistical methods to model real world problems.
- Recognize and understand how scientific theories are formulated, tested, and validated.
- Approach problems using scientific methods, which include: defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.

Emergency Closings

Occasionally, Indiana University Northwest is forced to close because of weather emergencies. In the case of severe storms that occur overnight, every effort is made to assess conditions early enough in the day to notify the mass media of a campus closing in time to alert students, faculty, and staff members before they set out for the campus. In periods of very bad winter weather, students are urged to monitor northwest Indiana radio stations for closing announcements as well as Indiana University Northwest's Web page (northwest.iu.edu).

Graduation Procedures

Degree Requirements

Each Program sets its own degree requirements. Students, therefore, should be sure that they are fully informed as to the requirements of the College/School from which they expect to receive their degree.

Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Information about a specific school or college can be found in their section of the bulletin.

Requests for deviation from department, program, or school requirements may be granted only by written approval from the respective chairperson, director, and dean (or a designated administrative representative). Disposition at each level is final.

Credit Deadline

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

Application for Degree

Each College/School sets its own dates and procedures for filing applications for degrees. Students, therefore, should be sure that they are fully informed about the dates and procedures used in the College/School from which they expect to receive their degree.

Degrees Awarded with Distinction

To graduate with academic distinction, baccalaureate and associate degree candidates must rank within the highest 10 percent of the graduating class of their respective degree-granting College/School. Additionally, baccalaureate degree candidates must have completed a minimum of 60 credit hours at Indiana University. Associate degree candidates must have completed at least half the hours required for their degree at Indiana University. Each degree-granting College/School determines the appropriate GPA requirements for the three levels of recognition: distinction, high distinction, and highest distinction.

Transfer to Other Indiana University Campuses

The policy stated below concerning transfer credit pertains to undergraduate students only.

Each campus has established one office to serve as the central information source for intercampus transfers. Some campuses have priority dates for students to declare an interest in making an intercampus transfer. Even if a campus has no priority date, it is important to start investigating the transfer requirements as early as possible to assure the best possibility of enrolling in your desired courses.

Consult the intercampus transfer Web site at Intercampus Transfers - Indiana University Northwest for detailed information and a listing of campus contacts and intercampus transfer policies. You can also initiate an intercampus transfer by completing the form on the web site.

Students who want to transfer from one Indiana University campus to another campus should follow these procedures:

1. Meet with your home campus advisor to discuss academic preparation, grades, and other eligibility issues. You can get a general idea of how your classes may apply to another degree by using the Academic Adivising Report (AAR), a computerized degree-audit system available on the Web through One.IU.edu. While the advising capacity of the AAR is qualified by each individual's circumstances, it can help you learn how courses will apply toward different degrees.
2. Consult the intercampus transfer office at the proposed new campus if academic and/or eligibility questions remain. Remember that application for intercampus transfer does not guarantee admission to the campus or a specific school on the campus. Campuses may provide additional information and contact points for questions*.
3. If applicable, talk to the financial aid offices at the present and proposed campuses. Your aid eligibility does not transfer automatically from one campus to another.
4. Visit the new campus to explore possible academic and social adjustment issues; some campuses may establish special open house events for those students who have expressed interest. Some campuses may also require that you attend a special orientation program or take placement examinations.
5. If you decide to proceed with the transfer, complete the intercampus transfer form. The receiving campus will respond to you and your home campus. If you decide later not to transfer, you should notify both campuses.

*Some academic programs require specific qualifications in addition to those enumerated in this policy.

Other Transfer Policies

- In all transfer cases, the quantity of credit awarded by Indiana University will never exceed the number of credit hours that can be earned at an Indiana University campus in the same amount of time.
- Many courses completed in study abroad programs fall into a sequential pattern among Indiana University departmental offerings. In all cases where sequential-type courses are involved, the respective academic departments may at their discretion require examinations before any transfer is granted.
- In order to avoid misunderstanding, students who plan to participate in overseas study programs that are not sponsored by Indiana University are strongly

urged to consult their major departments or schools before making any commitment.
- None of the preceding affects in any way the procedures for establishing credit by examination outlined in this bulletin.

Student Rights and Responsibilities

The IU Code of Student Rights, Responsibilities, and Conduct (the Code), which is published online at https://studentcode.iu.edu/index.html ensures that students' rights are protected. While they're entitled to respect and civility, they also have responsibilities to the campus community. The Code outlines these responsibilities and the university's expectations for students' behavior. It also explains the processes that IU Northwest follows when a student is believed to have violated the Code.

Nondiscrimination 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 based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

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 Vietnam-era veterans.

An Affirmative Action office on each campus monitors the university's policies and assists individuals who have questions or problems related to discrimination. To consult with the 504 coordinator of issues of students with disabilities at IU Northwest, contact the Office of Student Support Services, (219) 980- 6798. The coordinator of Title IX for Women's Rights and Issues at IU Northwest is the director of Equal Opportunity and Affirmative Action Programs, (219) 980-6853.

Services

Student Affairs and Enrollment Management

Under the leadership of the Associate Vice Chancellors for Student Affairs and Enrollment Management, the Office of Student Affairs and Enrollment Management provides a variety of co-curricular programs and services designed 1) to help prospective students become members of the IU Northwest community, and 2) to assist current students to successfully complete their programs of study. The units reporting to the Associate Vice Chancellors work together to support the mission of the university and bring the needs of the students to the attention of the faculty and administration.

The following offices report to the Associate Vice Chancellor for Student Affairs and Enrollment Management: Academic Success and Achievement Programs (ASAP), Career Services, Counseling Services, Dean of Students, Student Activities, RedHawk Athletics, Student Support Services, Admissions, Financial Aid and Scholarships, and the Registrar.

Dean of Students

An important resource for the entire IU Northwest community, the Dean of Students helps students negotiate campus policies and procedures and, as the primary administrator of the Indiana University Code of Student Rights, Responsibilities, and Conduct, plays a key role in ensuring that student behavior does not interfere with the educational mission of the University. The Dean also advises and assists faculty and staff when confronted with challenging student situations. The Dean of Students is a good person to go to when you don't know where to go to for assistance.

Student Advising Center

The Student Advising Center provides academic information and services to exploratory students (students who have not declared a major) in the College of Arts and Sciences (COAS), Pre-health students in the College of Health and Human Services (CHHS), and all majors within COAS and the School of the Arts. The SAC serves as a resource for all undergraduate students. We offer clarification of degree requirements, registration and academic program assistance, and serve as an advising resource for faculty and staff.

For more information or to make an appointment, please call (219) 980-6890 or email advisenw@iu.edu.

Academic Success and Achievement Programs (ASAP)

The ASAP Office provides programs and activities to help students take an active role in their success at IU Northwest. For more information about ASAP, contact 219-981-4296 or e-mail asapnw@iu.edu.

Supplemental Instruction

Supplemental Instruction (SI) is an academic support program that offers peer assistance in historically challenging academic courses by scheduling twice-weekly study sessions. SI study sessions are study groups in which students compare notes, discuss readings, develop organizational tools, practice test items, and learn study skills that will help in both current and future courses. The sessions are facilitated by SI leaders, students who have previously and successfully taken the course, and been recommended by the instructor. Supplemental Instruction is offered to enrolled students at no cost. For further information, contact ASAP at (219) 981-4296 or asapnw@iu.edu.

Redhawk Scholars

A program with a series of high-impact support practices offered during the first year including:

- dedicated success coaches
- exclusive social opportunities and off-campus events
- priority registration for Summer Bridge (fall starting students) and New Student Orientation

As a participant in the program, you'll take part in the following activities which promote your success:

- Summer Bridge (fall starting students) in your major field of interest

- a general FYE course in your 1st semester and a major specific FYE course in your 2nd semester
- success coaching
- block scheduling

Additional support services for ACES participants include the Writing Center (219) 980-6502, the Math Assistance Center (219) 980-6590, and Career Services (219) 980-6650. For further information, contact ASAP in Hawthorn 425 or call (219) 981-4296.

Accessibility Services

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the office of Accessibility Services coordinates accommodations for students with disabilities based on documentation from a medical professional. Each of our students receive a plan developed for their specific needs. We strive to meet the instructional, environmental, and learning needs by providing accommodations, resources and referrals, and programs to assist students in reaching academic success. Contact the coordinator at 219-980-6941.

Student Support Services

Student Support Services is a TRIO federally funded retention and degree completion program sponsored by the U.S. Department of Education designed to assist disadvantaged undergraduate students who show potential for success in college but who need individual help, encouragement and guidance. Student Support Services facilitates adjustment to and success in college by providing the following services:

- Academic Tutoring
- Cultural Event Outings
- Educational Workshops
- Leadership Development
- Graduate School Assistance
- Financial Literacy Education

Eligibility Criteria

To be eligible for Student Support Services, students must be seeking a bachelor's degree and be a U.S. citizen or permanent resident. Students must also meet at least one of the following criteria:

- Be a first-generation college student (neither parent has a four-year degree)
- Meet U.S. Department of Education income guidelines
- Have a documented disability
- Academic Need

Student Activities

The Office of Student Activities energizes co-curricular life at IU Northwest. We provide a supportive environment that encourages student engagement in programs and opportunities to lead, learn, serve and inspire. Student Activities serves as the central university resource for student clubs, organizations, intramurals and fitness.

We offer professional assistance to students forming new clubs, joining established clubs or seeking participation in a variety of fun and informative events. Student Activities also supports leadership organizations, such as Student Government Association, Student Activities Board, Board of Advisors Leadership Program, and memberships in IUN's chapter of the National Society of Leadership & Success. Participation in student clubs and organizations develops social, educational, and cultural appreciation, and provides creative expression through such publications as Spirits Literary Magazine.

Athletics

The Indiana University Northwest Athletic Program functions as an integral part of the academic and social environment within our university. We offer student-athletes an opportunity to continue their educational and athletic experiences at the intercollegiate level. RedHawks Athletics promote the development of individual leadership qualities and interpersonal skills in preparation for life beyond graduation. We are committed to recruiting student-athletes who value self-discipline, integrity, teamwork, commitment, and determination in both competition and in the classroom.

Effective fall 1998, the RedHawk Athletic Program became a member of the National Association of Intercollegiate Athletics (NAIA). IU Northwest currently sponsors seven varsity sports: Men's Basketball, Men's Cross Country, Men's Soccer, Women's Basketball, Women's Cross Country, Women's Soccer, and Women's Volleyball. Co-ed club cheerleading is also offered. In 2019, the RedHawks became part of the Chicagoland Collegiate Athletic Conference (CCAC) which competes nationally in the NAIA.

Please visit our athletics website http://www.iunredhawks.com to find more information about our varsity programs and club sports opportunities within the Office of Athletics.

Diversity, Equity and Multicultural Affairs

The mission of the Office of Diversity, Equity and Multicultural Affairs (ODEMA) is to promote, sustain, and advance the Indiana University Northwest commitment to diversity, equity, and inclusion, by enhancing student and employee capabilities and competencies through diversity research, trainings, support, collaboration, environmental activities and best practices.

We value diversity in all its dimensions and the pursuit of equitable and socially just practices to promote an inclusive community in which individuals are respected, supported, and learn from one another.

To implement this mission and achieve these goals, ODEMA has undertaken the following activities:

- Leadership of the Diversity Advisory Council;
- Coordination of the Diversity Programming Series;
- Implementation of the Diversity Fellows Program;
- Coordination of the Brother 2 Brother Program (B2B);
- Coordination of the Minority Opportunity for Research Experiences Program (MORE);
- Updating the Diversity Library Resources;
- Developing the campus Community Center in Hawthorn Hall room 200 as a vibrant location for student engagement surrounding issues of diversity and inclusion;

- Service as a resource to the community for diversity trainings;
- And finally, to provide logistical support for diverse student groups in planning campus activities.

For more information about ODEMA programs and services, please visit Hawthorn Hall room 234, or contact the office at (219) 980-6596.

Counseling Services

The Office of Counseling Services (OOCS) provides a range of therapeutic interventions and outside referrals to promote the improved mental health and emotional well-being of students. When students face developmental, personal, and academic challenges during their college experience, OOCS offers a professional, safe, judgment free, and confidential environment to address emotional problems that might hinder academic progress towards graduation. The office is staffed with licensed clinical counselors and social workers. Individual counseling is provided on a voluntary basis to any enrolled eligible student based upon clinical appropriateness. Students are eligible to use counseling for ten (10) sessions per academic year including the initial session which is considered an intake assessment session. Individual sessions are provided in person or via telehealth. The following concerns are examples of issues addressed through the OOCS: depression, anxiety, stress management, relationship issues, family problems, developmental challenges associated with being a young adult. The Office of Counseling Services also incorporates a modality of intervention of psycho educational and support groups for students. The types of groups offered are based upon trends and needs that are consistent with identified client problems that are suitable to peer support interventions. The attendance and participation in groups is voluntary and groups are offered during the academic year. The OOCS also provides a variety of outreach and wellness programming to the campus community throughout the academic year.

To schedule an intake session, you can either come to the office to fill out paperwork in person or email the office to complete paperwork online. The office is located in Hawthorn Hall 201/203A. The main office phone number is 219-980-6741. The OOCS email is iunoocs@iu.edu

Dental Clinic Services

The Dental Education Department on the IU Northwest campus offers dental services to students, faculty, and surrounding communities during the academic year and first summer session.

These services include:

- Dental examination
- Dental prophylaxis (scaling and polishing of teeth)
- Caries preventive treatments (application of fluorides)
- Preventive periodontal treatment (treatment of minor gum disorders)
- Dental X-rays
- Sealants

Depending on patient treatment needs, all services are provided by qualified dental hygiene or dental assisting students under the direct supervision of licensed dental professionals. Contact the Dental Education Clinic at (219) 980-6772 for an appointment.

Health and Wellness Center

The IU Northwest campus Health Clinic offers a variety of medical services to registered students, staff, and faculty at a low price. Staffed by a licensed Nurse Practitioner, the clinic is equipped to manage sick visits, chronic illnesses, physicals, and gynecologic exams/birth control. Immunizations, TB testing, and laboratory services are also available. The Nurse Practitioner is authorized to write prescriptions, except for narcotics.

Call (219) 980-7250 to schedule an appointment.

Bookstore

The campus bookstore, located in the Savannah Student Center, carries textbooks, supplies, IU apparel and gifts. Textbook lists and prices can be obtained by accessing IUN Bookstore - IU Northwest Apparel, Merchandise, & Gifts (bkstr.com).

Office of the Registrar

The Office of the Registrar has primary responsibility for planning, implementing, and managing schedules of classes, registrations, and course changes. Other functions include student record maintenance, grade processing, student information reporting, enrollment certifications, and transcript services. Questions concerning veterans' affairs may be addressed to the Office of Military and Veteran Services. The Office of the Registrar is also responsible for scheduling meeting rooms and classrooms for activities other than classes.

Official Academic Transcript

Official no fee transcripts are available from the Office of the Registrar. Requests are submitted online. Transcripts cannot be ordered via e-mail or phone for security reasons.

To request a transcript, please visit Indiana University Transcripts at transcript.iu.edu.

Confidentiality of Records

In accordance with federal statutes and regulations, the Family Educational Rights and Privacy Act (FERPA), student records are confidential and available for disclosure to persons other than the student only under stated exceptions. An exception to the act exists that permits disclosure to school officials, including collection agencies.

Further details about the provisions of the privacy act and a list of offices where student records are kept may be found in the *Code of Student Rights, Responsibilities, and Conduct.* Copies are available in the Office of Student Life, Savannah Center, Room 217.

Veteran Services

Hawthorn Hall 106
(219) 980-6830

As a special service to current and former members of the armed forces, complete information on veterans' educational benefits may be obtained at the IU Northwest Office of Veteran Services or e-mail Daniel Riordan, Veteran Services Coordinator at dsriorda@iu.edu.

APPLYING FOR VA EDUCATION BENEFITS

In compliance with 38 USC 3679(e) as amended by the Veteran's Benefits and Transition Act of 2018, IU Northwest allows covered individuals to attend and participate in their course of education, beginning when it is scheduled to start, per the published Schedule of Classes, and without regard to whether they have presented a certificate of eligibility, statement of benefits or VAF-28-1905. If certification to the Veteran's Administration (VA) reveals that an individual is not eligible for benefits, either fully or partially, the Certifying Official works directly with the student and VA to resolve.

IU Northwest does not impose any penalty, such as late fees, denial of access to classes, libraries, or classrooms; or mandate that covered individuals borrow additional monies, because of a covered person's inability to meet their financial obligations to the university due to delayed disbursement of funds from the VA under Chapters 31 or 33.

National Guard Members

National Guard soldiers will need to complete Form 22-1990, Application for VA Education Benefits, and have it approved by their unit commander. This form can be downloaded from www.gibill.va.gov. Paper copies of this form can also be obtained from the unit's education counselor or the IU Northwest Office of Veteran Services. Completed forms will be processed by the Department of Veterans Affairs and eligibility letters will be mailed directly to the student.

Non-National Guard Members

Soldiers, sailors, marines and airmen can visit www.gibill.va.gov to apply for education benefits online.

From this website, applicants should click Apply for Benefits and follow the on-screen prompts. Veterans are encouraged to submit their application online through the Department of Veterans Affairs website, but on an individual basis, paper copies of this application from the IU Northwest Office of Veteran Services. Please be advised, paper applications take longer to process. Completed applications will be processed by the Department of Veterans Affairs and eligibility letters will be mailed directly to the student.

Post 9/11

This benefit provides financial support for education and housing to current and former members of the armed services or their eligible dependents if one of the criteria listed below is satisfied:

- Honorably discharged veterans who served a minimum of 90 active-duty days after September 10, 2001
- Honorably discharged disabled veterans who served a minimum of 30 active-duty days after September 10, 2001

Yellow Ribbon Program

Current and former members of the armed services or eligible dependents that qualify for Post 9/11 benefits and are classified as nonresidents for fee paying purposes may be eligible for this program if one of the criteria listed below is satisfied:

- Honorably discharged veterans who served a minimum of 36 months of active-duty after September 10, 2001
- Honorably discharged veterans with a 30 percent or more service connected disability and who served a minimum of 30 active-duty days after September 10, 2001

Students who plan on using VA education benefits at IU Northwest will need to submit a copy of their DD214 and eligibility letter to the Office of Veteran Services.

Military Science

Army ROTC (Reserve Officers' Training Corps) is one of the best leadership courses in the country and is part of Indiana University Northwest's curriculum. During classes, leadership labs, physical training and field training exercises, you will learn firsthand what it takes to lead others, motivate groups, and conduct missions as an Officer in the Army. Upon graduation from Army ROTC, you will earn the bar of a Second Lieutenant and be commissioned into the Active Army, Army Reserve, or Army National Guard and become a leader for life.

The Army Reserve Officer Training Corps strives to be the premier leader development program in the world. Army ROTC produces 75% of all Army officers and has produced 500,000 lieutenants since its founding in 1916.

In addition, Army ROTC is a college elective you can try out for up to two years with no obligation. Unlike traditional college programs, Army ROTC gives you a wide range of experiences while you work toward a degree. You'll combine classroom time with hands-on experience, learning skills that will give you an edge over your peers when it comes time to look for a job. Whether you're planning a career in the Army or the corporate world, Army ROTC is a smart elective course to take.

Whether you're in high school, college, or already in the Army, you can become an officer in today's Army. It's an experience that you can't get anywhere else, and your leadership skills will be challenged every day.

Information concerning admission, scholarships, and commitment requirements for this program can be obtained by contacting the Military Science Department on the campus of IU Northwest, 3400 Broadway, Gary, IN 46408, telephone (219)980-7110.

Army ROTC Curriculum: Basic Course

The Basic Course takes place during your first two years in college as elective courses. It normally involves one elective class and lab each semester along with the requisite physical training and field training exercises. You will learn basic military skills, the fundamentals of leadership and start the groundwork toward becoming an Army leader. You can take Army ROTC Basic Courses without a military commitment. Electives classes include:

- Military Science 101: Leadership and Personal Development
- Military Science 102: Foundations in Leadership
- Military Science 201: Fundamentals of Leadership, Organization and Planning

- Military Science 202: Leadership in a Changing Environment

Leader's Training Course

LTC is four weeks of intense classroom and field training held in the summer at Fort Knox, KY. This course is an accelerated version of the two years of leadership development training Cadets receive in the Basic Course. By transforming yourself through this rigorous training, you will qualify for enrollment in the Army ROTC Advanced Course on campus-provided you have two years of college remaining (undergraduate or graduate).

Army ROTC Advanced Course

The Advanced Course takes place during your last two years in college as elective courses. It normally includes one elective class and lab each semester in addition to the requisite physical training and field training exercises, plus a summer leadership camp. You will learn advanced military tactics and gain experience in team organization, planning and decision-making. To benefit from the leadership training in the Advanced Course, all Cadets must have completed either the Basic Course or have attended the Leader's Training Course. Entering the Advanced Course requires a commitment to serve as an Officer in the U.S. Army after you graduate. Electives classes include:

- Military Science 301: Organizational Leaders
- Military Science 302: Military Operations and Tactics
- Military Science 401: Developing Adaptive Leaders
- Military Science 402: Leadership in a Complex World

Leader Development & Assessment Course

Every Army ROTC Cadet who enters into the Advanced Course attends the Leader Development and Assessment Course. It's a five-week summer course to evaluate and train all Army ROTC Cadets. This course normally takes place between your junior and senior years of college, and is conducted at Fort Lewis, Washington.

Career Services

The staff of Career Services is committed to working with Indiana University Northwest students and all IU alumni in making informed academic and career decisions. The Office of Career Services enables students and alumni to make career decisions, investigate career options, take career inventories that will reflect their areas of interest, set appropriate goals, network, and create opportunities to meet those goals by using the services we offer.

Career Assessments

Identify your personal strengths and even a potential major through career counseling assessment inventories including the Vita Navis Super Strong Assessment.

Career Counseling and Planning

We provide career counseling sessions to assist you through your career development process, which may include assistance with choosing a specific career field of interest or major, resume and cover letter writing, interviewing skills (mock interviews), job search strategies, and exploring graduate schools (test dates and applications).

Career/Job Fairs, Online Job Board, and Events

Check your e-mail for job and internship opportunities. Or visit the Career Services website www.northwest.iu.edu/career-services for job postings, upcoming dates for our annual Job Fairs, and a listing of other local job fair events, on-campus interview and employer recruiting events, and roundtable information sessions.

Federal Work-Study Program

Learn about the application process, post-award paperwork, orientation, benefits of work-study, and identifying work-study opportunities on and off campus.

Internship Program

Let us assist you with finding quality internships to help you grow as a professional and become more marketable upon graduation. We work closely with local employers that provide on-the-job training for paid and nonpaid internships. Possible academic credit may be available upon approval of your academic division.

Programs and Workshops

Topics include Resume and Cover Letter Writing, Effective Job Searching, Interviewing Skills, How to Have a Successful Job Fair Experience, The Art of Professional Networking, Identify Soft Skills for the Workplace, Internship Planning & Preparation, and Work-Study Orientation. In addition, we offer in-class presentations on various topics related to career development processes. Workshop topics, dates, times, and locations are announced via e-mail to students and are posted on job boards located in the Moraine Student Center, Marram Hall, and the Dunes Medical Professional Building.

Exploratory Program

Achieving some clarity of direction regarding majors & career options that make sense for you will take some time and effort. Meet with a Career Counselor to navigate your academic and career path with use of assessment tools.

Professional Clothing Closet

In need of professional attire or advice on what to wear for a professional interview? The Office of Career Services can help. Professional clothing available for career related events, based on need and availability. For more information, contact Career Services at (219) 980-6650.

Alumni Resources

Alumni are encouraged to take advantage of our free life-time services, which are designed exclusively for IU Northwest graduates. Whether you are exploring careers or graduate school, seeking a new opportunity, or looking to expand your professional network. The Office of Career Services and the Alumni Engagement Office is committed to helping you achieve your professional goals.

We can assist you with the following services:

Resume & Cover Letter Writing, Interviewing Skills, Job Search Assistance, Professional Networking, Career

Planning/Change, and Graduate School Information and provide Professional Clothing items.

IU Alumni Career Job Search Site Handshake: iun.joinhandshake.com (IUN Students and Alumni only)

For more information, contact Career Services at (219) 980-6650.

Online Recruiting

Internships and job postings are available online. Visit the online Job Board-Handshake: iun.joinhandshake.com

Phone: (219) 980-6650

College of Arts and Sciences Bulletin 2024-26

Administrative Officers

Mark Hoyert, Ph.D., *Dean College of Arts and Sciences*
David Klamen, M.F.A., *Dean School of the Arts*
Kris Huysken, Ph.D., *Associate Dean*
Jonathyne Briggs, Ph.D., *Associate Dean*
Mary Hackett, *Director of Finance and Planning*
Sherri Sosh, *Courses and Contracts Manager*

Web site: www.northwest.iu.edu/coas
Telephone: (219) 980-6729

Overview

Mission

At the heart of IU Northwest is the College of Arts and Sciences. We provide undergraduate and graduate education in a broad range of arts and sciences disciplines that prepare students for rewarding careers of their choice. We also provide the academic coursework that is the foundation for success in majors across the university. The college is dedicated to helping our students develop the communication, reasoning, and analytic skills necessary to succeed in a rapidly changing world. The skills and content offered in the college are the core of what it means to be educated in the 21st Century. We invite all of our students to delve into the vast offerings of the College with the expectation that expanding your knowledge of the liberal arts and sciences will lead to better lives and more successful and fulfilling careers.

At the core of our programs, many unique to the region, are the analytical, cognitive, and expressive skills needed to assimilate and advance knowledge. An arts and sciences education focuses on an understanding of the human condition—past and present—and the world in which we live. It emphasizes a humanistic and aesthetic appreciation of cultural life as well as valuing of science and its methodology in which intellect, logical processes, ethical perspectives, and problem solving are vital. The strong research and creative activities of our faculty encourage students toward a life of learning and reflection.

Intrinsic to a liberal arts and sciences education is preparing graduates to appreciate, contribute to, and thrive in a diverse, culturally rich, technologically, and scientifically advanced society with a compelling history, a promising future, and a capacity for transformation. Through our teaching, research, creative arts, and professional and community services, we engage in the vitality of Northwest Indiana. An informed, educated population is not only democracy's strongest, best hope, it is also society's wisest investment. That, more than anything else, is the endeavor of the faculty and staff of the College of Arts and Sciences.

At present, the college consists of 11 departments and one school offering baccalaureate degrees in the following areas: Actuarial Science, African American and African Diaspora Studies, Anthropology, Applied Science, Applied Statistics, Biology, Biochemistry, Chemistry, Communication, Computer Information Systems, Computer Science, Data Science, Digital Media and Storytelling, Economics, English, Fine Arts, French, General Studies, Geology, History, Informatics, Mathematics, Neuroscience, Philosophy, Political Science, Psychology, Sociology, Spanish, Sustainability, and Theatre. Courses are offered in all those fields plus Astronomy, Canadian Studies, Comparative Literature, Geography, Journalism, Latino Studies, Linguistics, Music, Physics, Religious Studies, Telecommunications, and Women's and Gender Studies.

The College offers interdepartmental majors that lead to baccalaureate degrees in Graphic Design, Environmental Science, and Computer Information Systems and Mathematics as well.

In addition to undergraduate education leading to the bachelor's degree, which prepares students for citizenship as well as for professional training and graduate study, the programs of the College of Arts and Sciences provide students in the College of Health and Human Services, the School of Business and Economics and the School of Education with courses that are a foundation for those professional programs.

Postbaccalaureate certificates are offered in Computer Information Systems, Community Development and Urban Studies, and Race-Ethnic Studies to students who already hold a baccalaureate degree.

The college offers a Master of Liberal Studies degree for students who hold a bachelors degree and wish to pursue a broad interdisciplinary program of study, a Master of Science in Computer Information Systems, an Master of Science in Actuarial Science, a Master of Arts in English, History, and Political Science. The college offers a series of Graduate Certificates and Masters of Arts for Teachers primarily for high school teachers who want or need additional education in particular fields. These include: Graduate certificates in Biology, Chemistry, English, History, Mathematics, Political Science, and Spanish. The College offers a Master of Arts for Teachers in Biology, Chemistry, French, History, Mathematics, and Political Science.

Contact Information

College of Arts and Sciences
IU Northwest
Hawthorn Hall, Room 225
3400 Broadway
Gary, Indiana 46408
(219) 980-6729

Contact the College of Arts and Sciences for additional contact informaiton.

Accreditation

The undergraduate and graduate degree offerings of the College of Arts and Sciences are accredited by the Higher Learning Commission on the Open Pathway.

Policies & Procedures

Students in the College of Arts and Sciences are encouraged to familiarize themselves with "General Academic Regulations and Policies". See IU Northwest Bulletin Policies and Procedures

Distinctions & Opportunities

Scholastic Honor Society

Omicron Sigma Delta is a liberal arts scholastic honorary society based on the same criteria as those used by the prestigious national honorary scholastic society, Phi Beta Kappa. Candidates are selected from the college's juniors and seniors on the basis of high scholarship and good character.

Graduation with Distinction

Recognition for excellence in scholarship is awarded at graduation by identifying such students in three categories of distinction. These are, with their corresponding minimum overall grade point averages:

- Distinction (3.60)
- High distinction (3.75)
- Highest distinction (3.89)

The number of students so recognized will not exceed 10 percent of the graduating class in the college for that year. Students considered for this recognition must have completed at least 60 graded credit hours at Indiana University.

Career Information

Each department and its faculty members can advise students about graduate school and career opportunities. Information and advising regarding preprofessional programs is available in a seperate section of the COAS bulletin.

Undergraduate

Administrative Officers

Mark Hoyert, Ph.D., *Dean College of Arts and Sciences*
David Klamen, M.F.A., *Dean School of the Arts*
Kris Huysken, Ph.D., *Associate Dean*
Jonathyne Briggs, Ph.D., *Associate Dean*
Mary Hackett, *Director of Finance and Planning*
Sherri Sosh, *Courses and Contracts Manager*

Website: http://www.northwest.iu.edu/coas
Phone: (219) 980-6729

Admission

Entering the College of Arts and Sciences

Incoming freshmen generally are admitted directly to the College of Arts and Sciences. Freshmen are encouraged to visit departments in which they are interested to discuss possible programs with faculty and advisors.

Additional information is available in the College of Arts and Sciences offices, Hawthorn Hall, Room 225.

General Requirements

The following requirements pertain to IU Northwest only. Students contemplating transfer to other campuses should consult the appropriate bulletins and the Academic Advising Report (AAR) electronic system.

Baccalaureate Degrees

Professional and faculty advisors from the student's major department provides academic counseling for each student in the College of Arts and Sciences prior to each semester's enrollment. Although academic counseling is intended to provide effective guidance and every student is encouraged to seek the counsel of a faculty advisor, *all students are responsible for planning their own programs and for meeting the following degree requirements by the time they expect to graduate. Students who have been awarded a baccalaureate degree cannot at a later date change the degree to include additional majors and/or minors. (Note:* Degree requirements are not the same at every campus of Indiana University.)

- Minimum of 120 credit hours. At least 105 credit hours must be in courses in the College of Arts and Sciences unless a student pursues a minor or a certificate in another division of the university that grants degrees. If so, the 105 credit hour minimum in Arts and Sciences may be reduced sufficiently to allow the student to fulfill the minimum number of credit hours for the other division's minor or certificate, providing that all other Arts and Sciences requirements are met. Under these specific circumstances, the credit hour minimum can be no lower than 86 credit hours. If no such non—Arts and Sciences minor or certificate is pursued, the remaining 15 credit hours may be taken in the College of Arts and Sciences or in other divisions in the university.
- Minimum cumulative grade point average of 2.0.
- Minimum of 3 COAS Intensive Writing courses totalling at least 9 credit hours for the B.A. and the B.F.A. degrees For all other degrees a minimum of 2 COAS Intensive Writing courses totaling at least 6 credit hours are required. (A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm.)
- Minimum of 36 credit hours in courses at the 300-400 (junior-senior) level.
- Minimum of 25 credit hours with grades of C- or higher in the major field and a cumulative grade point average of at least 2.0 in the major field.
- 15-20 credit hours with grades of C- or higher in the minor field and a cumulative grade point average of at least 2.0 in the minor field.
- Twenty-six (26) credit hours of the work of the senior year must be completed while in residence at the IU Northwest campus. At least 10 credit hours of course work in the major field must be completed on the IU Northwest campus.
- To meet Intensive Writing, IIIA Lab, or IIIC Lab requirements, IU Northwest COAS students must complete classes and sections offered through IU Northwest and authorized by the College as an IW,

IIIA Lab, or IIIC Lab. These designations will appear under the classes in the schedule of classes. For example, if a particular upper level history class is offered by IU Northwest and indicates that it carries IW credit, that class section will carry IW credit. If a second section of the same class is offered from either IU Northwest or through a different campus and it is not identified as carrying IW credit, then none will be assigned.

- Work for credit in the College of Arts and Sciences may be done at Bloomington or other Indiana University campuses.
- Not more than 60 credit hours earned in accredited two-year institutions of higher education, nor more than 90 credit hours from accredited four-year institutions of higher education, may be applied toward a degree.
- A student who fails to complete a degree within 10 years of matriculation will forfeit the automatic right to use the requirements in effect at the time of matriculation. In such cases, the dean, in consultation with the student's major department chair, will determine which set of requirements, or what particular combination of old and new requirements, will be appropriate for the student.
- All credit of candidates for degrees, except that of the current semester, must be on record at least six weeks prior to the conferring of degrees.
- An application for a degree must be filed in the Office of the College of Arts and Sciences no later than July 1 for December graduation. *May and August graduates must file the application for graduation by October* 15. Degrees are conferred in May, August, and December. Commencement is held only in May.

Goals of the Curriculum

A well-rounded college graduate must have knowledge and skills that span a variety of fields. For this reason, the requirements for IU Northwest's Arts and Sciences degrees are designed to expose students to a broad range of subjects and methods. The four groups of requirements promote the development of foundational skills, breadth of knowledge, and appreciation for diversity.

Group I: Foundation Courses: English, Mathematics, Public Speaking, and First Year Seminar

Successful graduates must express themselves clearly and effectively in English. They must be able to write documents and deliver presentations that display logical organization, proper grammar, and appropriate word choices. Thus, all College of Arts and Sciences students are required to complete both an English and a Public Speaking requirement.

Students must also cultivate a set of basic mathematical skills. These are essential for logical reasoning and have wide applications in a variety of fields of study. The Mathematics requirement ensures that all students develop their quantitative skills and learn to interpret—and draw conclusions from—data presented in tables and graphs.

The first year seminar considers interesting topics and helps students make the transition from high school, or community college to college.

Group II: Foreign Languages

Learning a foreign language increases the effectiveness of cross-cultural communication. It connects students with the world in ways that are not always available locally. The Foreign Language requirement for Bachelor of Arts degrees is designed to give each student a working knowledge of a second language. The benefits are not only cultural but also practical: knowledge of a foreign language is a vital skill for those who pursue careers in business, education, social services, health care, government, and many other fields.

Group IIIA, Mathematics and Physical/Life Sciences

Courses in this group train students in the use of the scientific method. They expose learners to forms of inquiry that rely on observation, measurement, and the rigorous experimental testing of hypotheses. Typical Group IIIA disciplines include, but are not limited to, Anthropology, Astronomy, Biology, Chemistry, Computer Science, Geology, Mathematics, Neuroscience, Psychology, and Physics.

Since learning an experimental science is not just a theoretical, but also a practical endeavor, students must take at least one course that includes a laboratory experience.

Group IIIB, Social and Behavioral Sciences

The social and behavioral sciences focus on the systematic and objective study of human behavior and social institutions. These disciplines apply rigorous methods to the observation and analysis of a broad range of human activities and interactions. Group IIIB includes courses in disciplines such as African-American and African Diaspora Studies, Anthropology, Communication, Geography, Political Science, Psychology, Sociology, and Women's and Gender Studies.

Group IIIC, Humanities

Courses in the humanities help students reflect on the complexity of the human experience, appreciate the range of human thought and emotion, learn about aesthetic expression across artistic fields, and grapple with moral issues. Such courses focus on language, literature, history, art, theater, religion, philosophy, and related fields. The approach may be comparative, historical, or analytical, but the emphasis is always on strengthening the students' interpretive, critical, and writing skills.

Since the development of creativity is an essential component of the humanities, students must take at least one Group IIIC course that incorporates a laboratory experience.

Group IV: Diversity

An appreciation for the value of diversity is one of the essential qualities of an educated person. The Group IV requirements are designed to help students deepen their understanding of how diversity contributes to the cultural, social, and intellectual growth of individuals and societies.

Group IVA: History

Students working towards a Bachelor of Arts degree are required to take at least one history course chosen from a set that includes U. S. History, Western Civilization,

and World History. The goal of the requirement is to help students place important events in their proper historical context and appreciate the many ways in which the past still shapes our present decisions, institutions, and ways of life.

Group IVB: Racial Minority Experience in the United States

The goal of this requirement is to expand our students' understanding of the many racial, linguistic, cultural, and ethnic diversities that exist in the United States. In addition to their primary focus on a racial minority experience in the United States, courses in this group have a secondary focus on cultural histories, injustice, and the interconnectedness of communities.

Group IVC. Additional Diversities (social class, language, religion, gender, sexual orientation, age, disabilities, nonwestern culture)

Students pursuing a Bachelor of Arts degree are also required to explore diversity from the perspective of social class, religion, gender, sexuality, age, or ability. Group IVC courses focus on special populations and communities, exploring their complex relationship with—and contributions to—society at large.

Academic Forgiveness Policy

Undergraduate students who have not attended any IU campus for at least two years, are pursuing their first bachelor's degree, and are enrolling at IU Northwest for the fall semester 2012, or later, may request academic renewal. Renewal means that all grades earned during the term(s) in question will not be counted in the calculation of the program GPA. The grades will remain on the student's official transcript. This policy will affect only the student's College of Arts and Sciences record. Academic renewal may be requested for no more than two terms of IU coursework, consecutive or not. Two consecutive summer sessions may be considered a single academic term for purposes of this policy. The petition must be submitted within the first two semesters after the two year hiatus.

Students may petition the COAS office to request application of the Academic Renewal Policy. Students may apply for renewal in anticipation of entering COAS if they otherwise fit the guidelines. Students will need to provide evidence that would indicate a significant change in their ability to succeed in academic work. A semester of good grades after the hiatus and before the petition can constitute such evidence. Reevaluation of fundamental skills may be required by the Dean before the student can proceed.

Academic renewal may be invoked only once in a student's academic career. Academic renewal is inapplicable to any grades issued as a result of academic dishonesty. The original grades earned by the student will remain on a student's academic record (official and unofficial transcripts), but the GPA and hours earned calculations will be adjusted appropriately in the Program statistics. Academic renewal does not change the Indiana University earned hours or GPA calculations. Academic renewal is IUN and COAS specific. Semesters forgiven at IU Northwest need not be forgiven at any other IU campuses (nor by another IUN college, school, or division).

List of Degrees and Programs Offered

Bachelor of Arts Degrees

African-American and African Diaspora Studies
Anthropology
Biology
Biochemistry
Chemistry
Communication
English
Fine Arts
French
Geology
History
Mathematics
Neuroscience
Philosophy
Political Science
Psychology
Sociology
Sustainability
Spanish
Theatre - currently not accepting students

Bachelor of Science Degrees

Actuarial Science
Applied Statistics
Biology
Biochemistry
Chemistry
Computer Information Systems
Computer Science
Data Science
Digital Media and Storytelling
French
Geology
Informatics
Mathematics
Neuroscience
Psychology
Spanish

Interdepartmental Majors

CIS and Mathematics
Environmental Science (Biology, Chemistry, Geology)
Graphic Design (CIS and Fine Arts)

Bachelor of General Studies

Bachelor of Applied Science

Post-Baccalaureate Certificates

Community Development/Urban Studies
Computer Information Systems
Race-Ethnic Studies
Women's and Gender Studies

Graduate Certificates

Graduate Certificate in Biology
Graduate Certificate in Chemistry
Graduate Certificate in Composition Studies
Graduate Certificate in Language and Literature
Graduate Certificate in Literature
Graduate Certificate in Communication Studies

Graduate Certificate in Computer Science
Graduate Certificate in History
Graduate Certificate in Mathematics
Graduate Certificate in Political Science
Graduate Certificate in Spanish

Masters Degrees

Master of Liberal Studies
Master of Science in Actuarial Science
Master of Science in Computer Information Systems
Master of Arts in English
Master of Arts in History
Master of Arts in Political Science
Master of Arts for Teachers in Biology
Master of Arts for Teachers in Chemistry
Master of Arts for Teachers in Computer Science
Master of Arts for Teachers in French
Master of Arts for Teachers in History
Master of Arts for Teachers in in Mathematics
Master of Arts for Teachers in Political Science

Minors

African-American and African Diaspora Studies
Anthropology
Biology
Biochemistry
Canadian Studies
Chemistry
Communication
Computer Information Systems
Cybersecurity
Economics
English
Fine Arts
French
Geology
History
Latino Studies
Mathematics
Medical Humanities
Music
Neuroscience
Philosophy
Physics
Political Science
Pre-Law
Psychology
Race-Ethnic Studies
Sociology
Spanish
Theatre
Women's and Gender Studies

Other Programs

Astronomy
Comparative Literature
Computer Science
Geography
Journalism
Linguistics
Music
Pre-Dentistry
Pre-Medicine
Pre-Optometry
Pre-Pharmacy
Pre-Podiatry
Pre-Veterinary
Religious Studies
Speech
Telecommunications

Bachelor of Arts

The Bachelor of Arts degree programs provide students with a broadly based education. The BA requires fewer credits that are directly linked to a particular major. Instead, students complete courses across a wide range of disciplines.This provides a great deal of flexibility to customize their education to reach their individual goals and interests. The BA programs help students develop strong written and verbal communication skills, reasoning skills, the ability to solve complex problems, to work well with others, and to adapt to a changing workplace. Students learn how to think independently, how to make sound judgments, how to discover new perspectives, and acquire the tools to defend your point of view. These are the most valuable skills of an educated person in the 21st Century.

Specific Requirements

In addition to the general requirements for all degrees in the university, candidates for the B.A. degree must complete Groups I-V of the distribution requirements. Students may elect to follow the requirements currently in effect or the requirements that were in effect when they matriculated.

Classes may be attributed towards satisfying all designated requirements across Groups I, II, III, IV,V and the minor. For instance, a student may complete a designated mathematics course and use that to satisfy a requirement within Group I, within Group IIIA, within Group V or within the minor. No more than 9 credit hours within a single discipline will be counted across Groups I, II, III, and IV.

The list of disciplines and courses designated for each requirement group can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm .

Group I: Foundation Courses

English Composition

Every student must demonstrate the ability to use correct, clear, effective English. The student may satisfy this requirement in the following way:

- By completing ENG W131 Elementary Composition I (3 cr.), with a grade of C (2.0) or higher

Mathematics

May be fulfilled in one of the following ways:

- By completing, with a grade of C (2.0) or higher, one of the following courses: MATH M100, MATH M111, MATH M118, MATH M119, MATH M125, MATH M127, or MATH M215.
- By exemption (without credit) through an appropriate examination as determined by the Department of Mathematics.

Intensive Writing

Intensive writing courses totalling at least 9 credit hours must be completed *after* completing the ENG W131 requirement:

- By completing intensive writing courses at the 200 level or above in the English department, or
- By completing "Intensive Writing Courses" in any arts and sciences department. If so designated, the course may also be counted toward fulfilling other arts and sciences degree requirements (e.g., distribution, major, 300-400 level).

An intensive writing course is one in which the writing component is fully integrated with the content and objectives of the course. Thus, a student would not be able to pass the course without fulfilling the intensive writing component and, conversely, it would be equally impossible for a student to pass the intensive writing component and not receive a passing grade in the course.

Oral Communication

Every student must demonstrate the ability to deliver presentations with logical organization, proper grammar, appropriate word choices, coherent sentence structure, and that take the characteristics of the audience into account. Students may satisfy this requirement by completing SPCH S121 Public Speaking with a grade of C (2.0) or higher.

First Year Seminar

The first year seminar is required for students who have just begun college, those who are transferring fewer than 30 credits from a four-year college, and those transferring in from a two-year college (including TSAP students). The student may satisfy this requirement in the following way:

- By completing a “First-Year Seminar” course in any arts and sciences department. If so designated, the course may also be counted toward fulfilling other arts and sciences degree requirements.
- By completing and transferring at least 30 credits (not counting dual credits) from an accredited four-year college or university.

All entering students should take a First-Year Seminar when they enter the university. In the rare occasion in which a student reaches upper-class standing without completing the First-Year Seminar, those classes will not help them. In that case students should:

1. Complete a study abroad experience.
2. Complete an internship/externship/practicum experience.
3. Complete a service-learning class (with presentation at the COAS Research Conference).
4. Complete a Senior-level careers course that will aid their transition to the workforce or next educational step.

Group II: Foreign Language

The College of Arts and Sciences entrance requirement is two courses at the 100 level in a foreign language. Students admitted to Arts and Sciences without this background will be required to complete these courses. The requirement may be met by examination or by successful completion of the courses taken. (Two years of good high school work in a foreign language should enable a student to place out of the first 8 credit hours and into 200-level courses.)

The B.A. degree requirement of foreign language may be fulfilled in the following ways:

- By completing satisfactorily 6 credit hours of course work (200 and 250) or the equivalent in a foreign language.
- By completing the 200 level course and two semesters of designated culture courses taught in English from the same language base.
    - These culture courses may be taken at any point during the student's program of study of a foreign language.
    - The two semesters of culture courses taken in lieu of 250 will only be counted under Group II and cannot simultaneously be counted in any other Group distribution. See online Matrix located on the COAS webpages for a list of acceptable classes.
- By attaining a placement test score sufficient for placement in courses at the first- semester third-year level or above in a foreign language.
- If a student places into the 250 level, she will need only to complete that class to meet the Group II requirement.

SPECIAL CREDIT AS A RESULT OF PLACEMENT TEST

Special credit may be awarded for the two highest courses a student tests out of (100, 150, 200, or 250), up to a maximum of 8 credits.

Any student who is full-time (12cr. – 18cr.) does not need to pay for special credits under the banded tuition fee for full-time students, regardless of their freshman to senior status. Transfer and new students in their first year who are part-time are also exempt from charge for special credits. All others must pay a per credit rate for eligible special credits.

For more information about the placement test and eligibility requirements, please visit:

Proficiency Examinations

A student may complete the language requirement by taking a proficiency examination administered by the department concerned. Please note that no credit is conferred through this process. Students with a background in a language other than those taught at IU Northwest may take an examination from the relevant department at IU Bloomington. Such examinations will be given after the student has petitioned the IU Bloomington department and received the consent of the department.

Native Speakers of a Foreign Language

Students are considered “native speakers of a foreign language” if they have completed secondary (high) school in that language. They may not earn credit for any courses at the fist or secondary-year level in their native language but they may be exempted from the foreign language requirement. If the student did not complete secondary

(high) school in another language, he or she may take the placement test.

For more information about the placement test and eligibility requirements, please visit: http://www.northwest.iu.edu/placement-testing/modern-languages/index.htm

For questions, please contact the Department of Modern Languages at 219-980-6714.

Group III: Distribution

Students must take 12 credit hours in each of the three categories from at least two disciplines within each category.

A complete list of courses that fulfill these requirements is located and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm .

A course used to satisfy requirements within Group III can also be used to satisfy requirements in Groups I, II, IV, V, or the minor.

IIIA. Mathematics, physical sciences, and life sciences - A student must take at least one science course in Group III A that includes a laboratory (at least 4 credit hours).

IIIB. Social and behavioral sciences

IIIC. Humanities - A student must take at least one studio arts/performing arts/creative writing lab course in the humanities (at least 3 credit hours).

Group IV: Diversity

Students must take one 3 credit hour course in each of these three categories. No course can be used more than once in Group IV. A course used to satisfy requirements within Group IV can also be used to satisfy requirements in Groups I, II, III, V, or the minor.

IVA. Select **one History course** from the IVA list. (A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm.

IVB. Racial Minority Experience in the United States. Students must complete one course from the list of Group IV B courses. (A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm.

IVC. Additional Diversities (social class, language, religion, gender, sexual orientation, age, disabilities, non-western culture). Students must complete one course from the list of Group IV C courses (A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm.

Group V: Requirements for the Major

Students should plan a tentative outline of their academic program in their major with their advisors in their academic department as soon as they matriculate or declare a major.

The following are minimum requirements for any major. Further and detailed requirements are to be found in the departmental statements in this bulletin. The specific departmental requirements that must be fulfilled by each student are those published in the bulletin current at the time the major is declared, or those in the bulletin current at the time of graduation, whichever the student chooses.

Group Va: Courses within the Major

- At least 25 credit hours must be taken in the major subject area. For B.A. programs, no major department may require more than 42 credit hours in the major. (This stipulation does not apply to interdepartmental majors.)
- The cumulative grade point average of courses used to satisfy the major (Group Va) must be at least 2.0.
- Any course in which the student receives a grade below C- (1.7) may not be used to fulfill requirements for the major. However, any non-repeated course that the student passes will count toward the 120 credit hour total.
- A course used to satisfy requirements for the major (Group Va) can be used to satisfy requirements in Groups I, II, III, and IV.
- At least 10 credit hours within the major discipline must be completed while in residence at IU Northwest.
- Individual departments may require a minor of 15 to 20 credit hours in another subject. Any course taken to satisfy the requirements of a minor must be completed with a grade of C- or higher; and the cumulative grade point average of all courses taken in the minor must be at least 2.0 (C). At least 6 credit hours of courses in the minor must be taken in residence at IU Northwest. (See the individual departmental listings.)
- Students must take 3 credit hours of capstone course work. The course may also be counted toward fulfilling other arts and sciences degree requirements (e.g., intensive writing, major, 300-400 level). Consult departmental advisors for details.

Group Vb: Ancillary Courses Required by the Major

• Departments may require a set of ancillary courses taught outside of the major discipline to support learning within the discipline (for example, a chemistry major needs a background in calculus to succeed within chemistry).

• Any course in which the student receives a grade below C- (1.7) may not be used to satisfy an ancillary (Group Vb) requirement. However, any non-repeated course that the student passes will count toward the 120 credit hour total.

• A course used to satisfy ancillary requirements for the major (Group Vb) can be used to satisfy requirements in Groups I, II, III, IV, or a minor. They cannot be used to satisfy requirements within the major (Group Va).

For procedure regarding change of major, see the Student Ombudsperson in the College Office.

Degree Completion Chart for Bachelor of Arts

The Checklist for BA Core Requirements for the Bachelor of Arts Degree in the College of Arts and Sciences can be found at http://www.northwest.iu.edu/coas/student-tools/index.htm under the heading "Core requirements checklist".

Minors (Optional)

A minor shall consist of 15-20 credit hours with a grade of C- or higher and a cumulative grade point average of at least 2.0 in the minor. (A minimum of 2 courses totaling at least 6 credit hours must be taken while in residence at IU Northwest.) Up to three courses (9cr. max) taken to satisfy the major (Group Va) may be used to satisfy requirements for the minor.

Students may pursue a minor in a different discipline than their major. For instance, a French major may pursue a sociology minor, but a French major cannot pursue a French minor. Students may have more than one minor. Students' major(s) and minor(s) may be listed on their transcripts. Students must advise the College of Arts and Sciences Office of the minor(s) and receive advisement from the minor department.

Students who have been awarded a baccalaureate degree cannot at a later date change the degree to include additional majors and/or minors.

Bachelor of Science

The Bachelor of Science degree programs are designed to provide an in depth education about a specific field. As such, they could be thought of as a specific purpose degree. The programs are focused on learning a great deal about the specific subject matter. They typically require more credits that are directly linked to the major. Students are expected to concentrate their academic energies on mastering the technical and practical facets of their field. They have fewer opportunities to explore topics outside of their major. Many students pursuing BS degrees use these credentials to enter specific careers or to prepare for specific graduate programs.

Specific Requirements

In addition to the general requirements for baccalaureate degrees of the university, candidates for the B.S. degree must complete the group requirements as follows. Students may elect to follow the requirements currently in effect or the requirements that were in effect when they matriculated.

Classes may be attributed towards satisfying all designated requirements across Groups I, II, III, IV, V, and the minor. For instance, a student may complete a designated mathematics course and use that to satisfy a requirement within Group I, within Group IIIA, and within Group V. No more than 9 credit hours per discipline will be counted across Groups I, II, III, IV, and the minor.

The list of disciplines and courses designated for each requirement group may be found in Appendix I in the Bulletin and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm .

Minors

Group I: Foundation for Effective Learning
English Composition

Students must demonstrate the ability to use correct, clear, effective English. The student may satisfy this requirement by completing:

- ENG-W 131 Elementary Composition I (3 cr.), with a grade of C (2.0) or higher.

Oral Communication

Every student must demonstrate the ability to deliver presentations with logical organization, proper grammar, appropriate word choices, coherent sentence structure, and that take the characteristics of the audience into account. Students may satisfy this requirement by completing

- SPCH-S 121 Public Speaking with a grade of C (2.0) or higher.

Mathematics

Every student must demonstrate mathematical reasoning. Students may satisfy this requirement in either of the following ways:

- By completing, with a grade of C (2.0) or higher, one of the following courses: MATH-M 100, MATH-M 111, MATH-M 118, MATH-M 119, MATH-M 125, MATH -M 127, MATH-M 215. This course can sometimes be used to satisfy requirements within the major. For example, the Mathematics and Chemistry majors require MATH-M 215.
- By exemption (without credit) through an appropriate examination as determined by the Department of Mathematics.

First Year Seminar

The first year seminar is required for students who have just begun college, those who are transferring fewer than 30 credits from a four-year college, and those transferring in from a two-year college (including TSAP students). The student may satisfy this requirement in the following way:

- By completing a “First-Year Seminar” course in any arts and sciences department. If so designated, the course may also be counted toward fulfilling other arts and sciences degree requirements.
- By completing and transferring at least 30 credits (not counting dual credits) from an accredited four-year college or university.

All entering students should take a First-Year Seminar when they enter the university. In the rare occasion in which a student reaches upper-class standing without completing the First-Year Seminar, those classes will not help them. In that case students should:

1. Complete a study abroad experience.
2. Complete an internship/externship/practicum experience.
3. Complete a service-learning class (with presentation at the COAS Research Conference).
4. Complete a Senior-level careers course that will aid their transition to the workforce or next educational step.

Group II: Intensive Writing

Two intensive writing courses (totalling at least 6 credit hours) must be completed *after*completing the ENG W131 requirement:

- By completing intensive writing courses at the 200 level or above in the English department, or
- By completing one or two "Intensive Writing Courses" in any Arts and Sciences department. If so designated, the course may also be counted toward

fulfilling other arts and sciences degree requirements (e.g., distribution, major, 300-400 level).

An intensive writing course is one in which the writing component is fully integrated with the content and objectives of the course. Thus, a student would not be able to pass the course without fulfilling the intensive writing component and, conversely, it would be equally impossible for a student to pass the intensive writing component and not receive a passing grade in the course

Group III: Distribution

IIIA. Mathematics, physical sciences, and life sciences. A student must take at least one science course in Group IIIA that includes a laboratory (at least 4 credit hours of the lab and associated lecture). Departments may require additional math and science courses. These can be found in Group Vb of the major when applicable.

IIIB. Social and behavioral sciences. A student must take a total of 18 credit hours listed under the categories of Group IIIB and IIIC with a minimum of 6 credit hours and at least 2 disciplines completed in each category.

IIIC. Humanities. A student must take a total of 18 credit hours listed under the categories of Group IIIB and IIIC with a minimum of 6 credit hours and at least 2 disciplines completed in each category.

The list of disciplines and courses designated for each requirement group may be found in Appendix I in the Bulletin and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm .

Group IV: Diversity

Students must take one 3 credit hour course in Racial Minority Experience in the United States. (Any one course from the list of Group IVB courses.) A complete list of the courses that fulfill this requirement can be found in the College of Arts and Sciences B.A. section of this bulletin.

Group V: Requirements for the Major

Students should plan a tentative outline of their academic program in their major with their advisors in their major department as soon as they matriculate or declare a major.

The following are minimum requirements for any major. Further and detailed requirements are to be found in the departmental statements in this bulletin. The specific departmental requirements that must be fulfilled by each student are those published in the bulletin current at the time the major is declared, or those in the bulletin current at the time of graduation, whichever the student chooses.

Group Va: Courses within the Major

- At least 25 credit hours must be taken in the major subject area. For B.S. programs, no major department may require more than 48 credit hours in the major. (This stipulation does not apply to interdepartmental majors.
- The cumulative grade point average of courses used to satisfy the major (Group Va) must be at least 2.0.
- Any course in which the student receives a grade below C- (1.7) cannot be used to fulfill requirements within the major. However, any non-repeatedcourse that the student passes will count toward the 120 credit hour total.
- At least 10 credit hours within the major discipline must be completed while in residence at IU Northwest.
- Students may pursue a minor. Departments may require a minor. Minors typically require 15 to 20 credit hours outside of the major subject area. Any course taken to satisfy the requirements of a minor must be completed with a grade of C- (1.7) or higher; and the cumulative grade point average of all courses taken in the minor must be at least 2.0 (C). At least 6 credit hours of coursework in the minor must be taken in residence at IU Northwest. (See the individual departmental listings.)
- Students must take 3 credit hours of capstone course work. The course may also be counted toward fulfilling other arts and sciences degree requirements (e.g., intensive writing, major, 300-400 level). Consult departmental advisors for details.

Group Vb: Ancillary Courses Required by the Major

• Departments may require a set of ancillary courses taught outside of the major discipline to support learning within the discipline (for example, a chemistry major needs a background in calculus to succeed within chemistry).

• Any course in which the student receives a grade below C- (1.7) may not be used to satisfy an ancillary (Group Vb) requirement. However, any non-repeated course that the student passes will count toward the 120 credit hour total.

• A course used to satisfy ancillary requirements for the major (Group Vb) can be used to satisfy requirements in Groups I, II, III, IV, or a minor. They cannot be used to satisfy requirements within the major (Group Va).

Minors (Optional)

A minor shall consist of 15 to 20 credit hours with a grade of C- or higher and a cumulative grade point average of at least 2.0 in the minor. (A minimum of 2 classes totaling at least 6 credit hours must be taken while in residence at IU Northwest.)

For procedure regarding change of major, see the Student Ombudsperson in the College Office.

Degree Completion Chart for Bachelor of Science

The Checklist for BS Core Requirements for the Bachelor of Science Degree in the College of Arts and Sciences can be found at http://www.northwest.iu.edu/coas/student-tools/index.htm under the heading “Core requirements checklist”.

Minors (Optional)

A minor shall consist of at least 15 credit hours with a grade of C- or higher and a cumulative grade point average of at least 2.0 in the minor field. (A minimum of 2 courses totaling at least 6 credit hours must be taken while in residence at IU Northwest.) Up to three courses (9 cr. max) taken to satisfy the major (Group Va) may be used to satisfy requirements for the minor.

Students may pursue a minor in a different discipline than their major. For instance, a French major may pursue a Chemistry minor, but a Chemistry major cannot pursue a Chemistry minor.

Students may have more than one minor. Students' major(s) and minor(s) may be listed on their transcripts.

Students must advise the recorder in the College of Arts and Sciences of the minor(s) and receive advisement from the minor department.

Bachelor of Fine Arts

College of Arts and Sciences/School of the Arts
Bachelor of Fine Arts

The College of Arts and Sciences at IU Northwest offers instruction leading to Bachelor of Fine Arts degree in Studio Art.

Specific Requirements

In addition to the general requirements for baccalaureate degrees of the university, candidates for the B.F.A. degree must complete the group requirements.

Students may elect to follow the requirements currently in effect or the requirements that were in effect when they matriculated.

Classes may be attributed towards satisfying all designated requirements across Groups I, II, III, IV, and V and the minor. For instance, a student may complete a designated mathematics course and use that to satisfy a requirement within Group I, within Group IIIA, and within Group V. No more than 9 credit hours per discipline will be counted across Groups I, II, III, and IV.

The list of disciplines and courses designated for each requirement group may be found in Appendix I in the Bulletin and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm.

Group I: Foundation Courses

English Composition

Students must demonstrate the ability to use correct, clear, effective English. The student may satisfy this requirement by completing

- ENG-W 131 Elementary Composition I (3 cr.), with a grade of C (2.0) or higher.

Oral Communication

Every student must demonstrate the ability to deliver presentations with logical organization proper grammar, appropriate word choices, coherent sentence structure, and that take the characteristics of the audience into account. Students may satisfy this requirement by completing

- SPCH-S 121 Public Speaking with a grade of C (2.0) or higher.

Mathematics

Every student must demonstrate mathematical reasoning. Students may satisfy this requirement in either of the following ways:

- By completing, with a grade of C (2.0) or higher, one of the following courses: MATH – M 100, MATH-M 111, MATH - M118, MATH – M 119, MATH – M 125, MATH-M 127, MATH – M 215.
- By exemption (without credit) through an appropriate examination as determined by the Department of Mathematics.

First Year Seminar

The first year seminar is required for students who have just begun college, those who are transferring fewer than 30 credits from a four-year college, and those transferring in from a two-year college (including TSAP students). The student may satisfy this requirement in the following way:

- By completing a “First-Year Seminar” course in any arts and sciences department. If so designated, the course may also be counted toward fulfilling other arts and sciences degree requirements.
- By completing and transferring at least 30 credits (not counting dual credits) from an accredited four-year college or university.

All entering students should take a First-Year Seminar when they enter the university. In the rare occasion in which a student reaches upper-class standing without completing the First-Year Seminar, those classes will not help them. In that case students should:

1. Complete a study abroad experience.
2. Complete an internship/externship/practicum experience.
3. Complete a service-learning class (with presentation at the COAS Research Conference).
4. Complete a Senior-level careers course that will aid their transition to the workforce or next educational step.

Group II: Intensive Writing

Three intensive writing courses (totalling at least 9 credit hours) must be completed *after*completing the ENG W131 requirement:

- By completing intensive writing courses at the 200 level or above in the English department, or
- By completing "Intensive Writing Courses" in any Arts and Sciences department. If so designated, the course may also be counted toward fulfilling other arts and sciences degree requirements (e.g., distribution, major, 300-400 level).

An intensive writing course is one in which the writing component is fully integrated with the content and objectives of the course. Thus, a student would not be able to pass the course without fulfilling the intensive writing component and, conversely, it would be equally impossible for a student to pass the intensive writing component and not receive a passing grade in the course.

Group III: Distribution

A student must take a total of 27 credit hours listed under the categories of Group IIIA, IIIB and IIIC with a minimum of 6 credit hours and at least 2 disciplines completed in each category.

(A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm.)

IIIA. Mathematics, physical sciences, and life sciences. A student must take at least one science course in Group IIIA that includes a laboratory (at least 4 credit hours of the lab and associated lecture).

IIIB. Social and behavioral sciences

IIIC. Humanities

Group IV: Diversity

Students must take one 3 credit hour course in each of these three categories. No course can be used more than once in Group IV. A course used to satisfy requirements within Group IV can also be used to satisfy requirements in Groups I, II, III, and V.

- **IVA.** Select **one History course** from the IVa list. (A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm).
- **IVB. Racial Minority Experience in the United States.** Students must complete one course from the IVb list. (A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm).
- **IVC. Additional Diversities** (social class, language, religion, gender, sexual orientation, age, disabilities, non-western culture). Students must complete one course from the IVc list. (A complete list of courses that fulfill these requirements is located in and can be searched through the Matrix App at www.northwest.iu.edu/coas/student-tools/index.htm).

Group V: Requirements for the Major

Students should plan a tentative outline of their academic program with their advisors in their major department as soon as they matriculate or declare a major. They should continue to revise and update their plan each year as they progress through their education.

The following are minimum requirements for any major. Further and detailed requirements can be found in the departmental statements in this bulletin. The specific departmental requirements that must be fulfilled by each student are those published in the bulletin current at the time the major is declared, or those in the bulletin current at the time of graduation, whichever the student chooses.

Admission to the B.F.A. Program

Admission to the B.F.A. program is based upon a portfolio and transcript review at the end of the sophomore year. Prerequisites for admission include:

1. Completion of the following courses:
   - A101 and A102 art history (6 cr.)
   - Fundamental studio (9 cr.)
   - Two, 200 level studio classes
   - English W131 (3 cr.)
   - One of the following math courses: M100, M118, M119, M125 or M215
2. Portfolio review by departmental committee

Requirements Va (57 cr.)

- Fundamental Studio (9 cr.)
- Studio courses above 100 level (48 cr.) must include a minimum of three and a maximum of six of the introductory (200) level courses
- FINA-S497 Independent Study in Studio Art, Capstone, for the Spring semester during the final year. (1 cr.)

Requirements Vb (14 cr.)

- FINA-A101 and FINA-A102 art history (6 cr.)
- Two 300 level art history (6 cr.)
- FINA-A435 Art Theory, Capstone, for juniors and seniors, taken in the Fall semester (2 cr.)

During the final year, each student must assume full responsibility for mounting a personal exhibit that will include terminal and representative work in the major field and, if applicable, in the minor field as well. To meet this requirement, the student must:

- File in the departmental office an "Intent to Graduate" one calendar year prior to the intended completion date. You must meet with your principal teacher to determine if you are prepared to enroll in FINA-S 497.
- Submit a portfolio of the most recent and best work in the major discipline to the departmental office before the completion of the fall semester, prior to enrolling in FINA-S 497. The studio program in the final year shall be coordinated with the evaluation of the portfolio.
- Prepare the exhibit under the principal teacher's guidance. This will include drafting a descriptive statement about the work in the exhibit: goals, intent, approach, techniques, etc.
- Be prepared to exhibit in accordance with the departmental schedule at any time during the final semester. FINA-A 435 and FINA-S 497 fulfill the capstone requirement.
- Graduating Senior Exhibit
- Students must also complete the general requirements of the College of Arts and Sciences
- The final grade for FINA-S497 will be based on the Senior Exhibit, and will be determined by a faculty committee.
- At least 71 credit hours must be taken in the major (Fine Arts and Art History), and the cumulative grade point average of courses used to satisfy the major (Group Va) must be at least 2.0.
- Any course in which the student receives a grade below C- (1.7) may not be used to fulfill requirements for the major. However, any non-repeated course that the student passes will count toward the 120 credit hour total.
- At least 10 credit hours within the major discipline must be completed while in residence at IU Northwest.
- Individual departments may require a minor of 15 to 20 credit hours in another subject. Any course taken to satisfy the requirements of a minor must be completed with a grade of C- or higher; and the cumulative grade point average of all courses taken in the minor must be at least 2.0 (C). At least 6 credit hours of courses in the minor must be taken in residence at IU Northwest. (See the individual departmental listing.)
- Online Fine Arts studio classes cannot be used to fulfill Fine Arts degree requirements at IU Northwest.
- Students must take 3 credit hours of capstone course work. These courses may also be counted toward fulfilling other arts and sciences degree

requirements (e.g., intensive writing, major, 300-400 level). Consult departmental advisors for details.

For procedure regarding change of major, see the Student Ombudsperson in the College office.

Degree Completion Chart for Bachelor of Fine Arts

The Checklist for BFA Core Requirements for the Bachelor of Fine Arts Degree in the College of Arts and Sciences can be found at http://www.northwest.iu.edu/coas/student-tools/index.htm under the heading “Core requirements checklist”.

Minors (Optional)

A minor shall consist of at least 15 credit hours with a grade of C- or higher and a cumulative grade point average of at least 2.0 in the minor field. (A minimum of 2 courses totaling at least 6 credit hours must be taken while in residence at IU Northwest.) Up to three courses (9 cr. max) taken to satisfy the major (Group Va) may be used to satisfy requirements for the minor.

Students may pursue a minor in a different discipline than their major. For instance, a French major may pursue a sociology minor, but a French major cannot pursue a French minor.

Students may have more than one minor. Students' major(s) and minor(s) may be listed on their transcripts. Students must advise the recorder in the College of Arts and Sciences of the minor(s) and receive advisement from the minor department.

Certificates

The College of Arts and Sciences offers undergraduate and post-baccalaurate certificates in the following areas:

- Computer Information Systems
- Community Development/Urban Studies
- Race-Ethnic Studies
- Women's and Gender Studies

Second Bachelor's Degree

Normally the holder of a baccalaureate degree who wishes to pursue a further educational goal is encouraged to become qualified for admission to a graduate degree program. In certain cases, however, the dean may admit a baccalaureate degree holder to candidacy for a second baccalaureate degree. When such admission is granted, candidates must earn at least 26 additional credits-in-residence and meet the requirements of the College of Arts and Sciences and of the department in which they are candidates.

Interdepartmental Major

Interdepartmental majors are available to students who wish to combine two disciplines or subjects into an interdepartmental concentration area. Such students are required to complete a minimum of 40 credit hours in the interdepartmental major. Students must also fulfill the following requirements:

- The 40 credit hour concentration need not be equally divided between the two disciplines, but a program designed to give substantial knowledge should be planned in each discipline.
- Each of the two areas should include a minimum of four 300- or 400-level courses for a minimum of 12 credit hours in each area.
- Students must have two advisors, one from each department in which they propose to study.
- The program of studies must be approved by both departments and by the college.
- Students who are pursuing an Interdepartamental major may also pursue a minor. However, they cannot pursue a minor in either of the disciplines or subjects that combine to create their Interdepartamental Major.

The following interdepartmental majors are available in the College of Arts and Sciences:

- Computer Information Systems and Fine Arts - Graphic Design
- Computer Information Systems and Mathematics
- Biology, Chemistry and Geosciences - Environmental Sciences

Preprofessional Curricula

The Pre-Health Professions Program is home to students who wish to pursue medicine, dentistry, veterinary, pharmacy, physical therapy, occupational therapy, optometry, physician assistant, podiatry, chiropractic therapy, speech and hearing therapy as well as other health professions as careers. To gain admission into those professions, students typically complete a bachelor’s degree followed by considerable advanced study. At the undergraduate level, students may select and complete any major. However, students need to enroll in a specified sequence of courses to prepare them for professional school entrance examinations and to satisfy professional school prerequisite requirements. The particular sequence of courses is unique to each professional school. The Pre-Health Professions Program provides students with comprehensive advice and guidance from the time they first express an interest in a health profession (even before they matriculate at IU Northwest) through graduation and successful transition into a professional school). The program helps ensure that the students’ education is of the highest quality, helps them identify the medical and health careers that fit their aspirations, helps them develop a tailored sequence of courses that will help them reach their goals, and helps them prepare applications that present them at their best.

Dentistry

Students may be admitted to the School of Dentistry upon receipt of their baccalaureate degrees or at the end of three years in the College of Arts and Sciences.

A student entering the School of Dentistry after completing 90 credit hours in the College of Arts and Sciences, exclusive of military training and physical education, who has satisfied the Group I through V requirements, may apply 32 credit hours earned the first year in dentistry as electives and at the end of this year earn the B.A. degree. Students expecting to do this should consult with their major departments since IU Northwest awards the B.A. degree.

Pre-Dental Requirements

The following classes are recommended to fulfill prerequisite requirements for most dental schools:

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)

- BIOL-M 310 (4 cr.)
- CHEM-C 105 & C 125 (5 cr.)
- CHEM-C 106 & C-126 (5 cr.)
- CHEM-C 341 (3 cr.)
- CHEM-C 343 (2 cr.)
- CHEM-C 342 (3 cr.)
- CHEM-C 344 (2 cr.)
- CHEM-C 484 (3 cr.)
- PHSL-P 261 (4 cr.)
- PHSL-P 262 (4 cr.)
- Select one of the following physics series:
  - PHYS-P 201 and P 202 (10 cr.)
  - PHYS-P 221 and P 222 (10 cr.)
- Psychology or sociology (3-6 cr.)
- ENG-W 131 (3 cr.)

For further information regarding programs, the Dental Aptitude Test, and applications, contact the health professions advisor at (219) 980-7106.

Law

Admission to law schools requires a baccalaureate degree and a Law School Admission Test (LSAT) score. The degree may be in any discipline. Students preparing for law school are advised to take courses in logical thought, American history, American politics, business, and criminal and civil law. While no specific courses are required, Indiana University offers an interdisciplinary prelaw minor for students interested in attending law school.

The minor includes six courses totaling 18 credit hours. Students in the School of Public and Environmental Affairs, the School of Business and Economics, and the College of Arts and Sciences could double-count courses that are required for their major or concentration, but they are required to take at least four courses or 12 credit hours outside of their major or concentration. The structure of the minor is as follows:

- HIST-H 106 American History II (Twentieth Century) (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- SPEA-J 101 American Criminal Justice (3 cr.)
- POLS-Y 103 Introduction to American Politics (3 cr.)
- One elective (3 cr.)

Students may pick from the following courses for the elective:

- ECON-E 201 Introduction to Microeconomics (3 cr.)
- HIST-H 105 American History I (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 303 Evidence (3 cr.)
- SPEA-J 306 The Criminal Courts (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- HIST-A 313 Origins of Modern America (3 cr.)
- HIST-A 315 Recent U.S. History (3 cr.)
- SPEA-H 441 Legal Aspects of Health Care Administration (3 cr.)

The prelaw advisor can approve an elective that is not on this list if it meets the educational objectives.

The university provides prelaw counseling for interested students. Contact the prelaw advisor at (219) 980-6841 or (219) 980-6636, or (219) 980-6655.

Medicine

A student may be admitted to the School of Medicine upon receipt of the baccalaureate degree with a major in any department in the College of Arts and Sciences provided courses required by the School of Medicine are included.

The following classes are recommended to fulfill prerequisite requirements for most medical schools:

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)
- CHEM-C 105 & C 125 (5 cr.)
- CHEM-C 106 & C 126 (5 cr.)
- CHEM-C 341 (3 cr.)
- CHEM-C 343 (2 cr.)
- CHEM-C 342 (3 cr.)
- CHEM-C 344 (2 cr.)
- CHEM-C 484 (3 cr.)
- Select one of the following physics series:
  - PHYS-P 201 and P 202 (10 cr.)
  - PHYS-P 221 and P 222 (10 cr.)
- PSY-P 103 (3 cr.)
- SOC-S 161 (3 cr.)
- Many schools require English composition (ENG- W 131 and W 231) (6 cr.)

For additional information about the Medical College Admission Test, the American Medical College Application Service, programs, and application procedures, contact the Health Professions Advisor at (219) 980-7106.

Occupational Therapy

Indiana University offers a six-year program leading to a master's degree in occupational therapy (four years preoccupational therapy leading to a bachelor's degree with a major in any department in the College of Arts and Sciences, and then two years in the master's program offered by Indiana University on the IUPUI campus). IU Northwest offers the courses required for entry into master's programs in occupational therapy. Upon completion of the bachelor's degree, students must apply for entry to a school of occupational therapy for their professional training. Admission to an occupational therapy program also requires documented volunteer or paid experiences in health care settings.

Requirements for occupational therapy programs can vary considerably. The following classes are recommended to fulfill prerequisite requirements for most occupational therapy schools:

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)
- CHEM-C 101 (3 cr.)
- CHEM-C 121 (2 cr.)
- PHSL-P 261 (4 cr.)
- PHSL-P 262 (4 cr.)
- MATH-M 118 or higher (3 cr.)
- ENG-W 131 and W 231 (6 cr.)
- Basic statistics (K 300) (3 cr.)
- Introductory sociology (SOC-S 161) (3 cr.)

- Introductory psychology (PSY-P103) (3 cr.)
- Abnormal psychology (PSY-P 324) (3 cr.)
- Development psychology (PSY-B 310) (3 cr.)
- Medical terminology (1-3 cr.)
- Electives (12-13 cr.)

For further information contact the health professions advisor at (219) 980-7106.

Optometry

Indiana University offers a seven-year program leading to a degree in optometry (three years preoptometry, four years in the School of Optometry). IU Northwest offers courses required for entry in a doctor of optometry program. Upon completion of their bachelor's degree, stuents must apply to an optometry program for admission.

The following classes are recommended to fulfill prerequisite requirements for most optometry schools:

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)
- BIOL-M 310 with lab (4 cr.)
- plus one additional advanced Biology course (3 cr.)
- CHEM-C 105 & C125 (5 cr.)
- CHEM-C 106 & C 126 (5 cr.)
- CHEM-C 341 & C-343 (5 cr.)
- CHEM-C 484 (3 cr.)
- PHSL-P 261 (4 cr.)
- PHSL-P 262 (4 cr.)
- MATH-M 215 (5 cr.)
- PHYS-P 201 (5 cr.)
- PHYS-P 202 (5 cr.)
- PSY-P 103 (3 cr.)
- PSY-K 300 (3 cr.)
- ENG-W 131 (3 cr.)
- one additional intensive writing course (3 cr.)
- Arts and humanities (6 cr.)
- Social and behavioral sciences (6 cr.)
- Proficiency equivalent of foreign language (6 cr.)

For applications and additional information contact the health professions advisor at (219) 980-7106.

Pharmacy

IU Northwest does not grant a degree in pharmacy, but students may complete prepharmacy courses on this campus. The following plan of study is for students who will apply for admission to the School of Pharmacy and Pharmacal Sciences at Purdue University, West Lafayette campus. (The information is subject to change as a result of action by federal and/ or state governments, the Trustees of Purdue University, the administration of Purdue University, and the faculty of the School of Pharmacy and Pharmacal Sciences.)

The application for admission should be submitted to Purdue University before January 5 to ensure consideration for the fall semester. Students who decide to transfer to another institution may have to adjust their program.

Pre-Pharmacy Requirements

The following classes are recommended to fulfill prerequisite requirements for Purdue School of Pharmacy:

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)
- BIOL-M 310 with lab (4 cr.)
- BIOL-L 321 (3 cr.)
- CHEM-C 105 & C 125 (5 cr.)
- CHEM-C 106 & C 126 (5 cr.)
- CHEM-C 341 & C 343 (5 cr.)
- CHEM-C 342 & C 344 (5 cr.)
- CHEM-C 484 (3 cr.)
- PHSL-P 261 (4 cr.)
- PHSL-P 262 (4 cr.)
- MATH-M 215 (5 cr.)
- MATH-M 216 (5 cr.)
- PHYS-P 201 or PHYS-P 221 (5 cr.)
- Basic statistics (K 300) (3 cr.)
- ECON- E 103 or E 104 (3 cr.)
- ENG- W 131 and W 231 (6 cr.)
- SPCH-S 121 (3 cr.)

Students who complete prepharmacy at IU Northwest can apply for admission to the School of Pharmacy at Purdue and should schedule PHPR200 (Pharmacy Orientation) after transferring. High school and college records will be considered in determining eligibility for admission. A student should also have at least a B+ average for all courses previously taken. In addition, the grade in each course must be at least a C for the credit to transfer. Grades are not transferred; only credit in the course is recorded. Purdue University does not automatically accept advanced credit that is granted by other universities. A similar program is now in place with the Chicago College of Pharmacy and its 2+3 program.

For further information on the health professions and pharmacy contact the health professions advisor at (219) 980-7106.

Physical Therapy

Indiana University offers a seven-year program leading to a degree in physical therapy (four years prephysical therapy leading to a bachelor's degree with a major in any department in the College of Arts and Sciences, three years in the doctoral physical therapy program offered by Indiana University on the IUPUI campus). IU Northwest offers the courses required for entry into a doctoral program in physical therapy. Upon completion of the bachelor's degree, students must apply for entry to a school of physical therapy for their professional training. Admission to a physical therapy program also requires documented volunteer or paid experiences in health care settings.

Pre-Physical Therapy Requirements

The following classes are recommended to fulfill prerequisite requirements for most physical therapy schools:

- BIOL-L101 (4cr.)
- BIOL-L 102 (4 cr.)
- CHEM-C 105 & C 125 (5 cr.)
- CHEM-C 106 & C 126 (5 cr.)
- Select one of the following physics series:
  - PHYS-P 201 and P 202 (10 cr.)
  - PHYS-P 221 and P 222 (10 cr.)
- PHSL-P 261 (4 cr.)

- PHSL-P 262 (4 cr.)
- Basic statistics (K 300) (3 cr.)
- Introductory psychology (PSY-P103) (3 cr.)
- PSY-B 310 (3 cr.)
- Social science or humanities electives (6 cr.)

This plan of study will satisfy most of the requirements of other institutions. Applicants seeking admission to a physical therapy program should contact the school they are interested in attending for up-to-date information on specific prerequisites and admission requirements.

For further information contact the health professions advisor at (219) 980-7106.

Physician Assistant

Indiana University now offers a degree program in physician assistant studies. The courses needed for admission are available at IU Northwest. Admission to most programs requires a minimum of 3 years (90 credit hours) of study at an accredited college or university. Some programs that offer a master's degree in physician assistant studies also require a bachelor's degree. The course requirements vary quite a bit, although most have similar general requirements.

Pre-Physician Assistant Requirements

The following classes are recommended to fulfill prerequisite requirements for the IU Masters of Physician Assistant program.

- BIOL-L101 (4cr.)
- BIOL-L 102 (4 cr.)
- BIOL-M 310 with lab (4 cr.)
- CHEM-C 105 & C 125 (5 cr.)
- CHEM-C 106 & C 126 (5 cr.)
- CHEM-C 341 & C 343 (5 cr.)
- CHEM-C 342 & C 344 (5 cr.)
- PHSL-P 261 (4 cr.)
- PHSL-P 262 (4 cr.)
- Introductory psychology (PSY-P103) (3 cr.)
- Basic statistics (K 300) (3 cr.)
- Medical terminology (1 cr.)

Admission to a physician assistant program generally requires volunteer or paid experience in a health care setting. Applicants seeking admission to a physician assistant program should contact the school they are interested in attending for up-to-date information on specific prerequisites and admission requirements.

For further information contact the health professions advisor at (219) 980-7106.

Podiatry

Indiana University does not have a degree program in podiatry. However, the courses needed for admission are available at IU Northwest. The minimum requirement for admission to a school of podiatry is completion of three academic years (90 credit hours) of study at an accredited college or university. Applicants are strongly encouraged to obtain a baccalaureate degree before entering a college of podiatry.

Pre-Podiatry Requirements

The following classes are recommended to fulfill prerequisite requirements for all podiatry schools:

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)
- CHEM-C 105 & C125 (5 cr.)
- CHEM-C 106 & C 126 (5 cr.)
- CHEM-C 341 & C-343 (5 cr.)
- CHEM-C 342 & C-344 (5 cr.)
- Select one of the following physics series:
  - PHYS-P 201 and P 202 (10 cr.)
  - PHYS-P 221 and P 222 (10 cr.)
- ENG- W 131 and W 231 (6 cr.)

In addition to the above prerequisite classes, most podiatry schools list recommended classes that students should consider taking.

Science courses must include laboratories.

Further information on the health professions and podiatry may be obtained by contacting the health professions advisor at (219) 980-7106.

Veterinary

Indiana University does not have a degree program in veterinary medicine. However, the courses needed to apply for admission to such a program are available at IU Northwest.

Candidates must complete a minimum of 70 credit hours of course work before taking the Graduate Record Exam.

Pre-Veterinary Science Requirements

The following classes are recommended to fulfill prerequisite requirements for Purdue University College of Veterinary Science:

- BIOL-L101 (4cr.)
- BIOL-L 102 (4 cr.)
- BIOL-L 311 (4 cr.)
- BIOL-M 310 with lab (4 cr.)
- CHEM-C 105 & C 125 (5 cr.)
- CHEM-C 106 & C 126 (5 cr.)
- CHEM-C 341 & C 343 (5 cr.)
- CHEM-C 342 & C 344 (5 cr.)
- CHEM-C 484 (3 cr.)
- Select one of the following physics series:
  - PHYS-P 201 and P 202 (10 cr.)
  - PHYS-P 221 and P 222 (10 cr.)
- MATH-M 215 (5 cr.)
- ENG- W 131 (3 cr.)
- SPCH-S 121 (3 cr.)
- Humanities electives - 3 classes (9 cr.)
- Nutrition (animal based)
- Careers in Veterinary Science (if available)

If an animal nutrition course is not available at the undergraduate campus, a student may take this course after admission to the program.

Further information on the health professions and veterinary medicine may be obtained by contacting the health professions advisor at (219) 980-7106.

Courses Outside the College of Arts and Sciences

A candidate for a baccalaureate degree in the College of Arts and Sciences must complete satisfactorily at least 105 credit hours in courses in the College of Arts and Sciences unless a student pursues a minor or a certificate in another division of the university that grants degrees. If so, the 105 credit hour minimum in Arts and Sciences may be reduced sufficiently to allow the student to fulfill the minimum number of credit hours for the other division's minor or certificate, providing that all other Arts and Sciences requirements are met. If no such non-Arts and Sciences minor or certificate is pursued, the remaining 15 credit hours may be taken in the College of Arts and Sciences or in divisions of the university that grant degrees. Any credits in excess of 120 will appear on the academic transcript and will be credited to the academic record.

Courses Outside IU Northwest

Current IU Northwest COAS students who seek to take additional courses at another college or university that are specifically required for their IU Northwest major are strongly advised to seek prior approval by their departmental chair, the chair of the department offering the course, and the dean of COAS before those courses are taken to ensure the transfer of those courses back to IU Northwest and the acceptance of those courses for their degree requirements.

Students who leave IU Northwest for a semester or longer, take courses elsewhere, and return to IU Northwest at a later date must go through the usual transfer of credit process as required for students new to IU Northwest; their department chairs and Dean have the right to deny approval of the acceptance of those courses by IU Northwest. Prior approval is advised.

Double Majors and Double Degree

Often, students are passionate about more than one field, are ambitious, and want to improve their marketability. In that case, students may complete the requirements of two (or more) majors and their associated distribution requirements to complete two majors, qualify for two degrees, and recieve two diplomas. That is, a student may pursue a BA in History and a BS in Geology and if the student completes both sets of major and both sets of requirements, will recieve two degrees and two diplomas. Students pursuing a double degree may use courses in either or both degrees to satisfy designated distribution requirements.

School of the Arts

Phone: (219) 980-6810
Webpage: http://www.northwest.edu/arts

About the School of the Arts

The IU Northwest School of the Arts offers degrees in communication, digital media and storytelling, fine arts, and theatre.

We prepare creative and civic professionals to thrive in a fast-paced field of arts, entertainment, and media. We are a center of innovation and multidisciplinary engagement with internationally recognized faculty and a direct pipeline to public and private sector opportunities in Northwest Indiana, Chicago, and beyond.

Highlights include two state-of-the-art theaters, a radio station, light-drenched artist studios, a sculpture garden, and two galleries featuring rotating works by local, national, and international artists.

Communication

Phone: 219-980-6810
Website: http://www.northwest.iu.edu/communication/

About the Department of Communication

The communication program provides students with an opportunity to investigate communication processes as they occur within and among individuals, groups, organizations, and societies. Students analyze the human communication process, develop communication skills,and learn how to facilitate the communication of others. Communication is one of the core national areas and IUN recognizes this need by requiring and/or providing the basic SPCH-S121 Public Speaking course across campus curriculums. For purposes of organization and utility, courses in speech, communication, public relations, journalism, and telecommunications have been combined into a single administrative unit within the department.

The major in communication provides the student with a broad-ranged understanding of human communication processes and the ability to apply basic principles, methods, and findings of human communication behavior and research in a variety of settings. The major serves as a foundation for professional fields such as nonprofit and profit public relations, personnel, sales, and training as well as providing excellent preparation for graduate study in communication, law, the ministry, public administration, public relations, and business.

Communication (COMM), Journalism (JOUR), Speech (SPCH), and Telecommunications (TEL) courses are alpha clustered listed within separate emphasis sections.

Major in Communication

Learning Outcomes

LOC #1: Describe the Communication discipline and its central questions
LOC #2 : Employ Communication theories, perspectives, principles, and concepts
LOC #3 : Engage in Communication inquiry
LOC #4 : Create messages appropriate to the audience, purpose, and context
LOC #5 : Critically analyze messages
LOC #6 : Demonstrate the ability to accomplish communicative goals (self-efficacy)
LOC #7: Apply ethical communication principles and practices
LOC #8 : Utilize communication to embrace difference
LOC #9: Influence public discourse

Requirements

1. A minimum of 30 credit hours, with grades of C- or higher, in courses labeled SPCH, COMM, JOUR, or TEL.
2. As part of the 30 credit hours, students must take SPCH-S 122, SPCH-S 424, SPCH-S 400 (must have 21 credit hours completed in the major before taking capstone course), and Tel-C 200 or COMM-M215.
3. Seniors completing 21 credit hours in the major must take SPCH-S 400 (the capstone course).

4. Communication majors must take a minimum of three additional course designated as intensive writing courses. The Department of Communication offers a choice for the second intensive writing course:

- SPCH-S405
- SPCH-S427
- COMM-J429
- SPCH-S450

5. A minimum of 15 credit hours must be taken at the 300-400 level within the major. 36 hours required overall.
6. Communication majors are required to augment their academic program in communication with a minor (a minimum of 15 credit hours) in another discipline. The student selects the minor area in consultation with a faculty advisor.

Most of the courses fall into one of three interest areas:

Interest Areas for Communication Majors

Cultural & Relational Communication

- COMM-J 219 Introduction to Public Relations (3 cr.)
- COMM-M 460 Culture and Mass Communication (3 cr.)
- SPCH-S 122 Interpersonal Communication (3 cr.)
- SPCH-S 322 Advanced Interpersonal Communication (3 cr.)
- SPCH-S 405 Human Communication Theory (3 cr.) *(intensive writing course)*
- SPCH-S 450 Gender and Communication (3 cr.) *(intensive writing course)*

Business Communication and Public Relations

- COMM-J 219 Introduction to Public Relations (3 cr.)
- COMM-C320 Advanced Public Speaking (3 cr.)
- COMM-J321 Advanced Public Relations (3 cr.)
- COMM-J429 Public Relations Campaigns (3 cr.) *(intensive writing course)*
- SPCH-S 223 Business and Professional Speaking (3 cr.)
- SPCH-S 405 Human Communication Theory (3 cr.)
- SPCH-S 450 Gender and Communication (3 cr.)

New Media Studies and Mass Communication

- COMM-C215 Media Literacy (3 cr.)
- COMM-J 219 Introduction to Public Relations (3 cr.)
- COMM-C 340 Practicum in Media Production (3 cr.)
- COMM-C 351 TV Production I (3 cr.)
- COMM-C462 Media Theory & Criticism (3 cr.)
- JOUR-J 200 Writing for Mass Media (3 cr.)
- TEL-C 200 Introduction to Mass Communication (3cr.)
- TEL-R 204 Foundations of Telecommunications (3 cr.)
- TEL-R 308 Radio Production and Directing (3 cr.)

Degree Attainment Meets Diverse Scheduling Needs

The Department of Communication is committed to making the communication major available to part- time and working students. Multiple courses are offered in the evening and during the summer to meet diverse scheduling needs. Communication majors must also complete the general education requirements for the Bachelor of Arts degree in the College of Arts and Sciences as well as general university requirements.

Internships

Internships are recommended for communication majors. SPCH-S 490 requirements include minimums of junior or senior standing, 21 credit hours of completed communication courses, a 3.0 grade point average in the major, an overall 2.5 grade point average (or higher), faculty supervision, and departmental approval.

Practicum & Independent Study

There are also practicum and independent study courses such as COMM-C 340 and SPCH-S398 for students wishing to tailor their educational experience.

Major in Digital Media and Storytelling (ONLINE)

The Bachelor of Science in Digital Media and Storytelling is a fully online degree offered by IU Northwest collaboratively with the other regional IU campuses. Students will have the opportunity to develop career-ready skills in digital media and communication by taking a wide range of courses in addition to completing a capstone.

Learning Outcomes

1. Apply theories of mass and mediated communication in the use and presentation of images and information.
2. Critically evaluate and assess information in its credibility, use, and effectiveness in public communication messages.
3. Use digital tools creatively to develop stories, images, and messages.
4. Engage and inform audiences in multiple contexts.
5. Analyze the historical, legal, and ethical dimensions of professional practices.
6. Use a range of skills to work effectively both independently and collaboratively to accomplish goals.
7. Conduct and apply research using methods appropriate to media professions.

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.

Degree requirements are as follows:

I. Digital Media Storytelling—Core (22cr)

1. Writing (2 courses/6 cr)

i. Complete one of:

ENG-W 203 Creative Writing
ii. Complete one of:

ENG-W 231 Professional Writing
ENG-W 234 Technical Report Writing
ENG-W 270 Argumentative
JOUR-J 200 Reporting, Writing, Editing
NEWM-N 260 Scriptwriting

2. Visual Literacy (3 cr)

Complete one of:

JOUR-J 210 Visual Communication
COMM-M 215 Media Literacy

3. Digital Tools (3 cr)

Complete one of:

FINA-D 210 Digital Art: Survey and Practice
COMM-M 210 Media Message Design
NEWM-N 202 Digital Storytelling

4. Gateway to the Digital Media Storytelling Major (3 cr)

Complete:
JOUR-J 205 Sophomore Seminar Digital Media Storytelling
5. Career Preparation (1cr) (existing courses to be used until new class developed)

Complete one of:

JOUR-J 307 Media Career Planning
JOUR-J 400 Careers in Public Relations
6. **One Media Law class (3cr)**

Complete one of:

JOUR-J 300 Communications Law
CMCL-C 328 Digital Responsibilities and Rights

7. One Media History class (3 cr)

Complete one of:

COMM-M 370 History of Television
COMM-M 373 Film and Video Documentary
FINA-A 477 History of Photography
FILM-C393 History of European & American Film I
FILM-C394 History of European & American Film II
FILM-C 395 History of American Film

II. Digital Media and Storytelling Specializations (15cr)

Complete of the following five course specializations:

A) Public Relations (15cr)

1. Public Relations Core

Complete the following 4 classes:

COMM-J 321/JOUR-J 321/SPCH-S 233 Introduction to Public Relations
JOUR-J 349/JOUR-J 390/SPCH-S 333/COMM-C 349 Public Relations Writing
COMM-C 429/JOUR-J 429 Public Relations Campaigns
JOUR-J 403 Public Relations Research
2. Theories of Public Relations and Media Culture

Complete one of:

CMCL-C 315 Advertising and Consumer Culture
CMCL-C 324 /COMM-R 321 Persuasion
COMM-C 462 Media Theory & Criticism
COMM-M 462 Television Aesthetics/Criticism
SPCH-S 303 Propaganda and Persuasion
JOUR-J 410 Media as Social Institutions

B) Digital Storytelling (15cr)

1. Advanced Making courses (9cr)

Complete courses selected from each of the following three categories.
i. Writing as Making
Complete one of:

ENG-W 301 Writing Fiction
ENG-W 302 Introduction to Screen Writing
NEWM-N 260 Script Writing
ENG-W 303 Writing Poetry
ENG-W 305/W311 Writing Creative Non-Fiction
ENG-W 315 Writing for the Web
ENG-W 318 Finding Your E-Voice
ENG-W 323 Digital Writing
ii. Digital, Photography, and Video—Lens-Based Image Construction

Complete:
FINA-S 303 Lens-Based Narrative Construction
iii. Interactive/Emergent Media

Complete one of:
JOUR-J 301 Social Media Strategies
JOUR-J 303 Online Journalism
NEWM-N 485 Social Media Content, Analytic

2. Media Critique and Analysis Course (3cr)

Complete one
CMCL-C 315 Advertising and Consumer Culture
CMCL-C 324 Persuasion
COMM-C 462 Media Theory & Criticism
COMM-M 462 Television Aesthetics/Criticism
COMM-R 321 Rhetoric, Culture & Society
SPCH-S 303 Propaganda and Persuasion
JOUR-J 410 Media as Social Institutions

3. Media Audiences and Platforms

Choose one of:

COMM-C 316 Human Communication in the Digital Age
SPCH-S 333/JOUR-J 390/JOUR-J 349 Public Relations Writing
ENG-W 315 Writing for the Web
ENG-W 318 Finding Your E-Voice
ENG-W 323 Digital Writing
III. Digital Media Storytelling Capstone
JOUR-J 495 Digital Media and Storytelling Capstone

Interdepartmental Major in African-American and African Diaspora Studies and Communication

The Departments of Communication and Minority Studies offer a thematically integrated major in African-American and African Diaspora and Communication Studies. This interdepartmental major is designed for students who wish to combine substantial African-American and African Diaspora studies with their work in the communication major. (Details available under the "Department of Minority Studies" section of this bulletin.)

Minor in Communication Requirements

- SPCH-S 121 (3 cr.)
- SPCH-S 122 (3 cr.)
- SPCH-S 223 (3 cr.)
- Select a minimum of 6 credit hours at the 300-400 level

With careful planning, it is possible for students to eventually earn a minor through successfully completing required courses offered during a combination of evenings, summer sessions, and weekends.

Graduate Certificate in Communication Studies

The graduate certificate in Communication Studies is taught consortially by IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

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.

Degree requirements

The Graduate Certificate in Communication Studies requires completion of six course for 18 credits and provides graduate-level instruction in communication strategies, practices and techniques to students interested in obtaining advanced skills and knowledge.

Requirements:

1. Communication Pedagogy

Complete CMCL-C 545 Pedagogy in Communication and Culture (3 cr).

2. Communication in Context

Complete three courses chosen from the following list (9 cr.):

COMM-C 510 Health Provider-Consumer Communication
COMM-C528 Group Communication And Organizations
COMM-C 544 Advanced Relational Communication
CMCL-C 500 Intro to Graduate Studies and Research
CMCL-C 550 Family Communication
CMCL-C 592 Advanced Health Communication
CMCL-C 593 Topics in Communication: approved topics
CMCL-C 594 Communication and Conflict Management in Organizations
CMCL-C 610 Identity and Difference
ENG-R 546 Rhetoric and Public Culture
JOUR-J 522 Political Communication
SPCH-S 502 Intro to Communication Theory
SPCH-S627 Studies in Cross Cultural Communication
SPCH-S633 Studies in Interpersonal Communication
SPCH-S640 Studies in Organizational Communication

3. Communication in Media

Complete one of the following three course (3 cr.)

CMCL-C 593 Topics in Communication: VT: Social Media and Communication
CMCL-C 602 Media, Terrorism, and Politics
CMCL-C 606 Media Criticism
CMCL-C 621 Social Media and Communication
COMM-C 530 Communication Criticism
COMM-C 531 Media Theory and Criticism

4. Communication Studies Elective

Complete an additional course selected from the courses listed above or an MLS approved alternative (3 cr.).

Fine Arts

Phone: (219) 980-6810
Website: http://www.northwest.iu.edu/fine-arts/

About Fine Arts

Two types of courses are offered: history of art, taught by illustrated lectures and class discussion; and practice of art, consisting of studio work on creative and technical problems.

Major in Studio Practice - B.A.

The B.A. in studio practice offers a wide-ranging study of the studio arts with an accompanying minor in Art History to prepare students for lifelong visual literacy and employment in the arts. This program exposes students to multiple introductory through advanced-level studio courses while encouraging exploration with new artistic directions, alternative media, or conceptual works.

Requirements

- Minor in Art History
  - FINA-A101 and FINA-A102 (6 cr.)
  - Art history at the 300 and 400 level (9 cr.)
- Fundamental studio (9 cr.)
- Studio courses above the 100 level (minimum of 19 cr.) must include a minimum of three and a maximum of five of the introductory (200-level) courses
- FINA-A 435 Art Theory for Graduating Seniors (2-3 cr.) must be taken during the fall semester.
- During the final year, students have the option to choose to assume full responsibility for mounting a personal exhibit that will include terminal and representative work in the major field. To participate in the senior exhibition, the student must:
  - File in the departmental office an "Intent to Graduate" one calendar year prior to the intended completion date. You must meet with your principal teacher to determine if you are prepared to enroll in FINA-S 497.
  - Submit a portfolio of the most recent and best work in the major discipline to the departmental office before the completion of the fall semester, prior to enrolling in FINA-S 497. The studio program in the final year shall be coordinated with the evaluation of the portfolio.
  - Enroll in FINA-S 497 Independent Study in Studio Art for the spring semester during the final year. (1-3 cr.)
  - Prepare the exhibit under the principal teacher's guidance. This will include drafting a descriptive statement about the work in the exhibit: goals, intent, approach, techniques, etc.
  - Be prepared to exhibit in accordance with the departmental schedule at any time during the final semester. FINA-A 435 and FINA-S 497 fulfill the capstone requirement.
  - Graduating Senior Exhibit

- Students must also complete the general requirements of the College of Arts and Sciences

Total (45 cr.)

The final grade for FINA-S 497 will be based on Senior Exhibit, and will be determined by a faculty committee.

Transfer Credit in Studio
All incoming students who want to transfer studio credit from another institution must submit a digital portfolio and should include the better work done in each course for which credit transfer is desired. The faculty shall devise a minimal studio program in residence, specifically based upon evaluation of the portfolio, for each transfer student.

Interdepartmental Major: CIS and Fine Arts Bachelor of Arts in Computer-based Graphic Arts

Computer-based graphic artists are sought-after in the job market. The students who graduate with this degree will have a strong background in artistic (fine arts) and computer (CIS) skills. Computer-based graphic arts are widely used tools in business, industry, and the arts.

The student will have two official advisors—one in the Department of Fine Arts and one in Computer Information Systems—who will help plan the course of study in detail and with frequent consultations.

Requirements in Department of Fine Arts Va (25 cr.)

- Select one of the following:
  - FINA-F 100 Fundamental Studio-Drawing (3 cr.)
  - FINA-F 102 Fundamental Studio-2D (3 cr.)
- FINA-S 250 Introduction to Design Practice (3 cr.)
- FINA-S 351 Typography (3 cr.)
- FINA-S 352 Production for Graphic Design (3 cr.)
- FINA-S 353 Graphic Design IV (3 cr.)
- FINA-S 413 Typography (2 cr.)
- FINA-S 414 Layout and Design (2 cr.)
- FINA-S 415 Package Design (2 cr.)
- FINA-S 451 Graphic Design Problem Solving (3 cr.)
- FINA-S 497 Capstone - Independent Study in Fine Arts (1-3 cr.)

Requirements in Department of Fine Arts Vb (8-9 cr.)

- 3 credit hours in the FINA-A100 series (history of art)
- 3 credit hours of 300 or 400 level art history
- FINA-A435 CAPSTONE Art Theory (2-3 cr.)

Requirements in Computer Information Systems (18 cr.)

- CSCI-A 106 Introduction to Computing (3 cr.)
- CSCI-A 251 Introduction to Digital Imaging Application (3 cr.)
- CSCI-A 348 Mastering the World Wide Web (3 cr.)
- INFO-N 248 Design Principles in Web Design (3 cr.)
- INFO-N 215 Online Document Development (3 cr.)
- Select one of the following:
  - CSCI-A 340 An Introduction to Web Programming (3 cr.)
  - **or** INFO-I 310 Multimedia Arts and Technology (3 cr.)
  - **or** INFO-I 400 Topics in Informatics (3 cr.)
  - **or** CSCI-C 390 Individual Programming Lab (3 cr.)

Total (51 cr.)

In addition to the preceding courses the students are responsible for fulfilling the general requirements of the College of Arts and Sciences.

There is a Bachelor of Science version of this inter-departmental degree. See the Fine Arts Department section for details. schools/coas/departments/computer/major-cis-arts

Major in Studio Practice - B.F.A.

The B.F.A. degree offers an intensive study of the studio arts with an accompanying focus on art history to prepare students for lifelong visual literacy, employment in the arts, and application to graduate programs. This program requires students to master introductory through advanced-level studio courses in a specific medium while encouraging exploration with new artistic directions, alternative media, or conceptual works.

Admission to B.F.A Program

Admission to the B.F.A program is based upon a portfolio and transcript review. Prerequisites for admission include:

1. Completion of the following courses:

- A101 and A102 art history (6 cr.)
- Fundamental studio (9 cr.)
- Two, 200 level studio courses
- English W131
- One of the following math courses: M100, M118, M119, M125, or M215

2. Portfolio review by department committee

Learning Outcomes

LOC #1: A BFA level of visual literacy and aesthetic awareness
LOC #2: A familiarity and competency in a chosen artistic medium
LOC #3: An introductory level understanding of aesthetics and art theory
LOC #4: A general understanding of the history of art
LOC #5: The ability to produce and exhibit a personal body of artworks
LOC #6: A competency in writing about art and the ability to produce an artistic statement

Requirements Va (57 cr.)

- Fundamental Studio (9 cr.)
- Studio courses above 100 level (48 cr.) must icnlude a minimum of three and a maximum of six of the introductory (200 level courses)
- S497 Independent Study in Studio Art, Capstone, for the spring semester during the final year (1-3 cr.)
- During the final year, each student must assume full responsibility for mounting a personal exhibit that will include terminal and representative work in the major field and, if applicable, in the minor field as well. To meet this requirement, the student must:
- - Complete the Senior Review degree audit one calendar year prior to the intended completion

date. You must meet with your principal teacher to determine if you are prepared to enroll in FINA-S 497.
- Submit a portfolio of the most recent and best work in the major discipline to the departmental office before the completion of the fall semester, prior to enrolling in FINA-S 497. The studio program in the final year shall be coordinated with the evaluation of the portfolio.
- Enroll in FINA-S 497 Independent Study in Studio Art for the spring semester during the final year. (1-3 cr.)
- Prepare the exhibit under the principal teacher's guidance and in consultation with Gallery director. This will include drafting a descriptive statement about the work in the exhibit: goals, intent, approach, techniques, etc.
- Be prepared to exhibit in accordance with the departmental schedule at any time during the final semester. FINA-A 435 and FINA-S 497 fulfill the capstone requirement.
- Graduating Senior Exhibit
- Students must also complete the general requirements of the College of Arts and Sciences
- The final grade for FINA-S497 will be based on the Senior Exhibit, and will be determined by a faculty committee.

Requirements Vb (14 cr.)

- FINA-A 101 and FINA-A 102 art history (6 cr.)
- Two 300 level art history (6 cr.)
- FINA-A 435 (2-3 cr.)

Total (71 cr.)

Transfer Credit in Studio

All incoming students who want to transfer studio credit from another institution must submit a digital portfolio and should include the better work done in each course for which credit transfer is desired. The faculty shall devise a minimal studio program in residence, specifically based upon evaluation of the portfolio, for each transfer student.

Minor in Graphic Design

Working across media, IU Northwest graphic design students gain technical and creative thinking skills while learning design methods and processes essential to a professional career in design. The Minor in Graphic Design will give students an introduction to the standards of a professional design practice while teaching them production and technical skills necessary to pursue a career as a production design or junior designer.

Requirements

Core courses (6 credit hours)

- FINA-S 250 Introduction to Design Practice (3 cr.)
- FINA-S 351 Typography (3 cr.)

Elective courses (9 credit hours)

- FINA-S 352 Production for Graphic Design (3 cr.)
- FINA-S 353 Graphic Design IV (3 cr.)
- FINA-S 413 Typography (2 cr.)
- FINA-S 414 Layout and Design (2 cr.)
- FINA-S 415 Package Design (2 cr.)
- FINA-S 400 Independent Studio Projects (1-6 cr.)
- FINA-S 451 Graphic Design Problem Solving (3 cr.)

Total (15 cr.)

Minor in Fine Arts

Six options: Drawing, Painting, Printmaking, Photography, Sculpture, Ceramics, Graphic Design

Required courses in all options:

- Select one of the following (3 cr.)
  - FINA-F 100
  - FINA-F 101
  - FINA-F 102
- Art history FINA-A 100 level (3 cr.)
- 3 Studio Art classes at the 200 or above level (9 cr.)

Total (15 cr.)

Minor in Art History

Requirements

- FINA-A 100 level art history courses (6 cr.)
- 300 or 400 level art history courses, excluding FINA-A 435 (9 cr.)

Total (15 cr.)

Performing Arts

Phone: (219) 980-6810
Website: http://www.northwest.iu.edu/performing-arts/

Performing Arts

Performing arts provides academic curricula in music, theatre, and dance for students who seek to develop careers in these areas. Extensive performance programs provide practical experiences that complement classroom study.

Major in Theatre - currently not admitting students

The Department of Performing Arts (THTR) recognizes a symbiotic relationship between theatre production experience and classroom study. Requirements for the Major in Theatre are therefore distributed between practicum, production laboratory, and academic courses in the performing arts.

Requirements (39 cr.)

THEATRE CORE courses (9 cr.)

- THTR-T 120 Acting I (3 cr.)
- THTR-T 228 Design for the Theatre (3 cr.)
- THTR-T 340 Directing I (3 cr.) prerequisites: THTR-T 120 and THTR-T 228 or consent of instructor

PRODUCTION EXPERIENCE (9 cr.)

- THTR-T 168 Practicum (total of 6 cr. required, 1-2 cr. per semester) work on a campus production as a member of the acting company, stage management crew, or production staff
- THTR-T 490 Independent Study in Theatre and Drama (3 cr.) a capstone project planned in advance with a theatre faculty advisor

LABORATORY EXPERIENCE (6 cr.)

- Select two from the following:
  - THTR-T 225 Stagecraft I (3 cr.)
  - THTR-T 230 Costume Design and Technology (3 cr.)
  - THTR-T 335 Stage Lighting Design (3 cr.)

HISTORY, LITERATURE, THEORY (6 cr.)

- THTR-T 470 History of the Theatre I (3 cr.)
- THTR-T 471 History of the Theatre II (3 cr.)

THTR ELECTIVES (9 cr.)

- Select from any THTR courses not listed above

UPPER DIVISION COURSES IN MAJOR (300 level or above) (15 cr.)

Minor in Theatre

Requirements (15 cr.)

THEATRE CORE course (3 cr.)

Select one from the following:

- THTR-T 120 Acting I (3 cr.)
- THTR-T 228 Design for the Theatre (3 cr.)

PRODUCTION EXPERIENCE (3 cr.)

THTR-T 168 Practicum (1-2 cr. per semester) work on a campus production as a member of the acting company, stage management crew, or production staff

LABORATORY EXPERIENCE (3 cr.)

Select one from the following:

- THTR-T 225 Stagecraft I (3 cr.)
- THTR-T 230 Costume Design and Technology (3 cr.)
- THTR-T 335 Stage Lighting Design (3 cr.)

HISTORY, LITERATURE, THEORY (3 cr.)
Select one from the following:

- THTR-T 470 History of the Theatre I (3 cr.)
- THTR-T 471 History of the Theatre II (3 cr.)

THTR ELECTIVES (3 cr.)

Music Minor

Requirements (19-20cr):

CORE COURSES (8-9cr)

- MUS-P100 Piano Elective/Secondary (2cr.)

and select 2 from the following:

- MUS-M111 Music Literature (4 cr.)
- MUS-M174 Music for the Listener (3 cr.)
- MUS-T109 Rudiments of Music 1 (3 cr.)

HISTORY AND CULTURE (6 cr) Select one of the following**:**

- MUS-A190 Arts, Aesthetics, and Creativity (3 cr.)
- MUS-M333 Hip-Hop Music and Culture (3 cr.)
- MUS-M430 Introduction to Contemporary Music (3 cr.)
- MUS-M201 The Literature of Music 1 (2-3 cr.)
- MUS-M202 The Literature of Music 2 (2-3 cr.)
- MUS-M393 History of Jazz (3 cr)
- MUS-M 400 Undergraduate Readings in Musicology (1-6 cr)
- MUS-Z201 History of Rock and Roll Music (3 cr.)
- MUS-Z315 Music for Film (3cr.)
- MUS-Z373 The American Musical (3 cr.)

CREATIVE PRACTICE (2 cr) Select one of the following**:**

- MUS-L101 Beginning Guitar (2 cr.)
- MUS-P100 Piano Elective/Secondary (2cr.)
- MUS-V100 Voice Elective/Secondary (2 cr.)

ELECTIVE (3 cr)

Any MUS courses not already applied to the minor

Dance Program

The Department of Performing Arts offers coursework in a variety of dance courses for students who wish to learn a dance style, or further refine their skills.

Dance Courses include

- MUS-J 100 Ballet (2 cr.)
- MUS-J 200 Ballet (secondary) (2 cr.)
- THTR-D115 Modern Dance I (2cr.)
- THTR-D140 Jazz I (2cr.)
- THTR-D205 Choreography (3 cr.)
- THTR-D231 Intro to Dance Studies (3cr.)

Departments

Biology

Phone: (219) 980-6724
Webpage: http://www.northwest.iu.edu/biology

About the Department of Biology

Biology is the study of life. The Department of Biology at IU Northwest offers an interdisciplinary program in the life sciences leading to a Bachelor of Science degree, or a Bachelor of Arts degree. Students majoring in other subjects may also earn a Minor in Biology. Our undergraduate programs are designed to interface with the faculty's expertise in biomedical sciences, biotechnology, and environmental and ecological sciences. The programs are diverse, flexible, and designed to accommodate individuals who have a wide range of interests within the life sciences. Courses are available for students seeking preprofessional training in the medical sciences (premedical, predental, and allied health sciences), for those pursuing occupations in biotechnology, forensics, and the pharmaceutical industry, for students intending to continue with graduate studies, and for those interested in environment and conservation. We firmly believe that the training of an undergraduate student is enhanced by experience in the "discovery side" of the discipline. Thus, students are encouraged to participate in research with faculty mentors. Our faculty maintain active research programs, offering students the opportunity to engage in research projects across a broad spectrum of life science disciplines.

Each student majoring in biology is encouraged to acquire in-depth knowledge in related scientific disciplines or in other areas of study that use biology or contribute to biological methodologies. Biology students are thus encouraged to consider obtaining a minor in another area of study. The student's advisor will help plan such a

program, which may be in disciplines in the College of Arts and Sciences or in other divisions of the university.

Learning Outcomes

1. Students will understand the core and fundamental aspects of living systems.
2. Students will be able to conduct scientific research with emphasis on biological research.
3. Students will be able to communicate effectively their understanding of life.
4. Students will know how to link their training in biology to the common good and the planet.

In addition to course work structured for the biology major, the Biology Department offers an array of classes designed for students majoring in other disciplines who are interested in certain areas of the life sciences.

The Department of Biology sponsors a chapter of Beta Beta Beta, the national biology honor society. Moreover, many of our students belong to student run organizations with faculty advisors such as the Biology Club and the PreProfessional Studies Club. These organizations foster friendships and community among students interested in the biological sciences and other sciences, and offer outside avenues for learning and gaining experience related to their formal training within the department.

Special Programs for Preprofessional Students in the Health Sciences

Students interested in a preprofessional curriculum for medicine, dentistry, podiatry, optometry, or other health fields should refer to the preprofessional curriculum section in this bulletin. No specific major or degree program is required for preprofessional students. Students desiring a B.S. or B.A. biology degree should consult with the biology faculty and advisor to plan their course work. Most professional schools prefer students who will have completed a B.S. or B.A. degree before actually beginning the professional curriculum.

Options for Special Credit

Course credit may be awarded for high scores on the Advanced Placement and College Entrance Examination Board tests. Please see the Admissions Office and/or the Biology Department for more information.

Major in Biology - B.S.

The Bachelor of Science in Biology degree provides students with a rigorous general background in the field of biology to prepare for graduate or professional school or science-related jobs requiring bachelor's-level training. The requirements in chemistry, mathematics, and physics have been selected to optimize the student's future opportunities. The degree provides a solid foundation in fundamental biology and cognate areas.

Requirements

Students must take the following sequence of classes in the major discipline (Group Va courses):

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.) prerequisite* of BIOL-L 101
- BIOL-L 211 (3 cr.) prerequisite* of BIOL-L 101,CHEM-C 105, and CHEM-C 125; CHEM-C 106 and CHEM-C 126 may be taken as prerequisites or co-requisites
- BIOL-L 311 (4 cr.) prerequisite* of BIOL-L 211

*=passing with a grade of C- or better

- At least 25 additional credit hours in Biology upper-level (300-400) courses must be completed.
- Students must complete at least four additional upper level labs.
- BIOL-L 403 (Senior Seminar, 1cr.) must be completed during the senior year.
- A course such as BIOL-L 331, BIOL-L 420, BIOL-Z 466 or BIOL-L 473 will satisfy the capstone requirement.

A minimum of one course must be taken from the three areas listed below (each with example courses):

- Molecular and Cellular Biology
  - BIOL-L 312 (3-4 cr.)
  - BIOL-M 310 (3-4 cr.)
  - BIOL-L 321 (3 cr.)
  - BIOL-L 323 (3 cr.)
- Genetics, Development, Evolutionary Biology
  - BIOL-L 318 (3 cr.)
  - BIOL-L 331 (3 cr.)
  - BIOL-Z 317 (3 cr.)
- Ecology, Physiology, and Organismal Biology
  - BIOL-B 351 (3 cr.)
  - BIOL-B 352 (2 cr.)
  - BIOL-Z 406 (3-4 cr.)
  - BIOL-L 473 (3-4 cr.)
  - PHSL-P 431 (4 cr.)

Students should consult with the Biology faculty for additional information concerning prerequisites and course content.

In addition to the required biology courses, the student must complete the following courses outside the major discipline (Group Vb courses):

- The following courses are required:
  - CHEM-C 105 (3 cr.)
  - CHEM-C 125 (2 cr.)
  - CHEM-C 106 (3 cr.)
  - CHEM-C 126 (2 cr.)
  - CHEM-C 341 - Organic Chemistry I (3 cr.)
  - CHEM-C 343 - Organic Chemistry I lab (2 cr.)
  - CHEM-C 342 - Organic Chemistry II (3 cr.)
  - Select one of the following
    - CHEM-C344 - Organic Chemistry II lab (2 cr.)
    - BIOL-L 323 - Molecular Biology lab (3 cr.)
  - Select one of the following series of physics classes
    - PHYS-P 201 (5 cr.) and PHYS-P 202 (5 cr.)
    - PHYS-P 221 (5 cr.) and PHYS-P 222 (5 cr.)
  - Math-M215 - Calculus (5 cr.)
  - PSY-K 300 - Statistics (3 cr.)
  - select one of the following computer science classes:

- CSCI-A 106 (3 cr.)
- CSCI-C 106 (3 cr.)
- CSCI-A 201 (4 cr.)
- CSCI-C 201 (4 cr.)

In addition to the above courses, the student is resposible for fullfilling the general requirements of the Bachelor of Science degree as established bye the College of Arts and Sciences.

Major in Biology - B.A.

Requirements

Students must take the following sequence of classes in the major discipline (Group Va courses):

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.) prerequisite* of BIOL-L 101
- BIOL-L 211 (3 cr.) prerequisite* of BIOL-L 101, CHEM-C 105, and CHEM-C 125; CHEM-C 106 and CHEM-C 126 may be taken as prerequisites or co-requisites
- BIOL-L 311 (4 cr.) prerequisite* of BIOL-L 211

*=passing with a grade of C- or better

- At least 18 additional credit hours in Biology upper-level (300-400) courses must be completed.
- Students must complete at least two additional upper level labs.
- A course such as BIOL-L 331, BIOL-L 420, BIOL-Z 466 or BIOL-L 473 will satisfy the capstone requirement.

A minimum of one course must be taken from the three areas listed below (each with example courses):

- Molecular and Cellular Biology
  - BIOL-L 312 (3-4 cr.)
  - BIOL-M 310 (3-4 cr.)
  - BIOL-L 321 (3 cr.)
  - BIOL-L 323 (3 cr.)
- Genetics, Development, Evolutionary Biology
  - BIOL-L 318 (3 cr.)
  - BIOL-L 331 (3 cr.)
  - BIOL-Z 317 (3 cr.)
- Ecology, Physiology, and Organismal Biology
  - BIOL-L 300 (3 cr.)
  - BIOL-Z 406 (3-4 cr.)
  - BIOL-L 473 (3-4 cr.)
  - PHSL-P 431 (4 cr.)

Students should consult with the department for additional information concerning prerequisites and course content.

- The following general chemistry courses outside the major discipline (Group Vb courses) are required and should be taken concurrently with BIOL-L 101 and BIOL-L 102
  - CHEM-C 105 (3 cr.)
  - CHEM-C 125 (2 cr.)
  - CHEM-C 106 (3 cr.)
  - CHEM-C 126 (2 cr.)

Students planning on applying to graduate or professional school should take:

- chemistry through CHEM-C 344
- PHYS-P 201
- PHYS-P 202
- mathematics at least through MATH-M 215
- statistics (PSY-K 300 or equivalent)
- computer language / application course.

In addition to the above courses, the student is responsible for fulfilling the general requirements of the Bachelor of Arts degree as established by the College of Arts and Sciences.

TSAP in Biology - B.A. or B.S.

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss of credit hours.

For more information on the TSAPs in Biology see Single Articulation Pathways - Indiana University Northwest.

Minor in Biology

A biology minor requires a minimum of 18 credit hours in biology. Students must complete one 100 level biology course (e.g. L100 or P130) and at least four (4) additional biology classes at the 200 level and above. Alternatively, a minor can be earned by taking L101, L102, and at least three (3) additional biology classes at the 200 level and above.

Graduate Certificate in Biology

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, IUPUI, and IU Southeast.

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

Of Special Interest for Dual-credit and Community College Instructors Needing to Meet HLC Standards

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 (such as education), plus at least 18 credit hours of graduate coursework in the discipline. The Graduate Certificate in Biology provides these 18 discipline-specific credit hours and prepares you for such careers as:

- Biology dual-credit teacher (high school)

- Biology instructor (community college)

Certificate Requirements

To earn the Graduate Certificate in Biology, you must complete 18 credit hours.

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. All courses are three (3) credit hours unless otherwise noted.

1. Evolutionary Biology (3 cr)

GC Biology students complete the following course:

BIOL-T 570 Evolution

2. Molecular-Cellular Biology (6 cr)

GC Biology students complete two (2) courses selected from this list:

BIOL-T 571 Introductory Biochemistry
BIOL-T 574 The Immune System and Disease
BIOL-T 575 Molecular Biology
BIOL-T 577 Molecular Genetics and Genomics

3. Organismal Biology (6 cr)

GC Biology students complete two (2) courses selected from this list:
BIOL-T 582 Advanced Field Zoology
BIOL-T 583 Problems in Genetics - Higher Organisms
BIOL-T 585* Model Organisms in Research (*Counted only once)
BIOL-T 586 Principles of Ornithology

4. GC Biology Capstone (3 cr)

GC Biology students complete one capstone course selected from this list:
BIOL-T 585 Model Organisms in Research
BIOL-T 591 History of Life
BIOL-T 592 Social Implications of Biology
For more information on the Graduate Certificate in Biology see https://online.iu.edu/degrees/biology-certificate.html.

MAT 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.

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.

Students in the MAT in Biology will cover the following content areas -

Evolution
Ecology / Environmental Biology
Organismal Biology
Cell / Molecular Biology / Biochemistry
Genetics / Bioinformatics and Genomics
Anatomy and Physiology
Developmental Biology
Program Learning Outcomes

Biology Component
Upon completion of the Master of Arts for Teachers in Biology, students will be able to
demonstrate:
1. Fluency with scientific literature
2. Expertise (breadth and depth) in Biology
3. Ability to develop and analyze hypotheses and experiments
4. An understanding of the impact of Biology on society.

Education Component
Upon completion of the Master of Arts for Teachers in Biology, graduates will be able
to—
1. Engage in the development of rigorous curriculum planning and design;
2. Promote college-level study skills and habits of mind;
3. Use assessment data to inform college-level instructional practices;
4. Prepare dual-credit students for success in college-level assessments;
5. Conduct research to improve dual-credit instruction.

Of Special Interest for Teachers/Instructors Needing to Meet HLC Dual-Credit Standards

The stackable structure of the MAT 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 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.

MAT Requirements

To earn the MAT in Biology, you must complete 30 credit hours.

The 30 credit MAT in Biology requirements are broken down as follows:

Core course (3 credit hours)
Molecular-cellular electives (6 credit hours)
Organismal electives (6 credit hours)
Capstone Biology course (3 credit hours)
Education component (12 credit hours)
MAT Degree Requirements

I. Biology Component (18 cr)
1. Evolutionary Biology (3 Cr)

To satisfy this requirement, students will complete:

BIOL-T 570 Evolution

2. Molecular-Cellular Biology (6 Cr)

Students complete 2 courses selected from this list:

BIOL-T 571 Introductory Biochemistry
BIOL-T 574 The Immune System and Disease
BIOL-T 575 Molecular Biology
BIOL-T 577 Molecular Genetics and Genomics

3. Organismal Biology (6 Cr)

Students complete two courses selected from this list:

BIOL-T 582 Advanced Field Zoology
BIOL-T 583 Problems in Genetics - Higher Organisms

4.**GC Biology Capstone (3 cr)**

GC Biology students complete one capstone course selected from this list:

BIOL-T 585 Model Organisms in Research
BIOL-T 591 History of Life
BIOL-T 592 Social Implications of Biology

II. MAT Biology—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:
1) EDUC-H 520 Education and Social Issues
2) EDUC-J 500 Instruction in the Context of Curriculum
3) EDUC-P 507 Assessment in Schools
4) EDUC-Y 520 Strategies for Educational Inquiry
The Biology component of the MAT in Biology is identical to the curriculum of the stand-alone IU collaborative Graduate Certificate in Biology.

For more information see https://online.iu.edu/degrees/biology-mat-master.html.

Courses for Nonmajors

The BIOL-L 100 course offers the nonmajor an opportunity to examine the fundamental principles of biology or to prepare for more advanced courses should the student decide to continue in biology.

The 200-400 level nonmajor courses are designed to acquaint students possessing minimal science background with the basic principles underlying the modern biological sciences.

In addition to BIOL-L 100, the following courses can be taken by nonmajors: BIOL-L 104, PHSL-P 130, BIOL-L 200, BIOL-M 200, BIOL-L 215, PHSL-P 261, PHSL-P 262, PHSL-P 263, BIOL-L 300, BIOL-L 302, BIOL-L 316, BIOL-L 363, BIOL-L 378, BIOL-L 490 and BIOL-L 499

Chemistry, Biochemistry, Physics, and Astronomy

Phone: (219) 980-6740
Webpage: http://northwest.iu.edu/chemistry/

Program Learning Outcomes for Chemistry and Biochemistry

Goal 1: Students will achieve a solid foundation in all fields of chemistry.
Goal 2: Students will carry out and perform scientific experiments as well as accurately record, analyze and interpret scientific problems including the ability to master scientific writing in chemistry.
Goal 3: Students will be skilled in problem solving, critical thinking, analytic reasoning, and learn to interpret and evaluate scientific findings.
Goal 4: Students in introductory courses will understand the two basic components of the scientific method: theory and experimentation.

Chemistry and Biochemistry

The chemistry major provides an excellent academic background for graduate school; for a career as an industrial chemist; for acceptance into medical, dental, veterinary or other professional health-related programs; and for positions in chemical instrument sales or chemically related administrative positions. Regardless of which degree track students seek, they are encouraged to take as many chemistry courses as possible above the minimum to enhance their professional skills and employment opportunities.

The biochemistry major, like the chemistry major, has many attractive attributes for potential students. The most significant difference between the chemistry and biochemistry majors is that biochemistry has a focus on chemical aspects of the life sciences in the junior and senior years. Consequently, the major is an excellent choice for students interested in a combination of chemistry and life science.

All bachelor degrees require a minimum of 120 credits hours. The general education (Core) requirements for the B.A. and B.S. degrees must be satisfied along with the credits for the major.

Honors Track: The Chemistry and Biochemistry B.S. degrees have honors tracks. See department advisor for details.

Recommended Minors (15 to 20 credit hours)

Although a minor is not required, it may enhance professional opportunities. Recommended minors: include biology, geosciences, mathematics and or physics. Consult the chemistry department or the appropriate department for details. The interdisciplinary nature of the B.S in Chemistry or Biochemistry is such that a student can make substantial progress in one or more of these listed minors.

About the B.S. Chemistry or Biochemistry Degree

The American Chemical Society certifies the IU Northwest ACS Chemistry degree. Graduates of this program will be recommended to the American Chemical Society as having fulfilled requirements of the ACS Committee on Professional Training. The B.S. degree emphasizes science and mathematics courses as major requirements outside of the major required core. An honors sequence is available for the B.S. degree. The Honors Track requires (1) Research, (2) Minimum Chemistry GPA 3.4 and (3) a senior thesis. Consult the department for further detail.

CHEM-C 105, general chemistry, is the introductory chemistry course for science majors. This course has two prerequisites: (1) passing the chemistry placement exam, (2) MATH-M 117 (Intermediate Algebra) with a grade of C or better. Students not meeting these prerequisites will need to take CHEM-C 103 (Principles of Chemistry)

and pass it with a grade of C or better or complete the appropriate ALEKS preparatory course before enrolling in CHEM-C 105.

Degree Departmental Requirements

Bachelor of Science

Course	Credits	Chemistry	Biochemistry
CHEM-C 105	3	•	•
CHEM-C 106	3	•	•
CHEM-C 125	2	•	•
CHEM-C 126	2	•	•
CHEM-C 301	1	•	•
CHEM-C 310	5	•	
CHEM-C 341	3	•	•
CHEM-C 342	3	•	•
CHEM-C 343	2	•	•
CHEM-C 344	2	•	•
CHEM-C 361	3	•	
CHEM-C 362	3	•	
CHEM-C 363	2	•	
CHEM-C 409	2	•	•
CHEM-C 410	4	•	
CHEM-C 430	3	•	
CHEM-C 481	3		•
CHEM-C 484	3	•	•
CHEM-C 485	3		•
CHEM-C 487	2		•
CHEMISTRY CREDITS		46	34
PHYS-P 221	5	•	•
PHYS-P 222	5	•	•
PHYSICS CREDITS		10	10
MATH-M 215	5	•	•
MATH-M 216	5	•	•
MATH-M 311	4	•	
MATH CREDITS		14	10
BIOL-L 101	4	•	•
BIOL-L 102	4		•
BIOL-L 211	3		•
BIOL-L 312	3		•
BIOL-L 323	3		•
BIOLOGY CREDITS		4	17
ADDITIONAL STEM CREDITS		13	10

PHYS-P 301 can, on alternate years, be substituted for CHEM-C 362. See department advisor for which courses satisfy STEM credits.

About the B.A. Chemistry or Biochemistry Degree

The B.A. degree is intended for students who desire a degree in chemsitry or biochemistry but have an interest in a wider variety of courses in the humanities and social sciences as well as a foreing language.

Degree Departmental Requirements

Bachelor of Arts

Course	Credits	Chemistry	Biochemistry
CHEM-C 105	3	•	•
CHEM-C 106	3	•	•
CHEM-C 125	2	•	•
CHEM-C 126	2	•	•
CHEM-C 301	1	•	•
CHEM-C 310	5	•	
CHEM-C 341	3	•	•
CHEM-C 342	3	•	•
CHEM-C 343	2	•	•
CHEM-C 344	2		•
CHEM-C 361	3	•	
CHEM-C 362	3		
CHEM-C 363	2	•	
CHEM-C 409	2		
CHEM-C 410	4		
CHEM-C 430	3	•	
CHEM-C 481	3		
CHEM-C 484	3		•
CHEM-C 485	3		•
CHEM-C 487	2		•
CHEMISTRY CREDITS		32	29
PHYS-P 221	5	•	•
PHYS-P 222	5	•	
PHYSICS CREDITS		10	5
MATH-M 215	5	•	•
MATH-M 216	5	•	
MATH-M 311	4		
MATH CREDITS		10	5
BIOL-L 101	4		•
BIOL-L 102	4		
BIOL-L 211	3		•
BIOL-L 312	3		
BIOL-L 323	3		
BIOLOGY CREDITS		0	7
ADDITIONAL STEM		0	6

At least one course must be chosen from

- CHEM-C 344
- CHEM-C 362
- CHEM-C 410
- CHEM-C 484

Chemistry and Physics courses for STEM credit.

- CHEM-C 303
- CHEM-C 335
- CHEM-C 431
- CHEM-C 441
- PHYS-P 301
- PHYS-P 309
- PHYS-P 331

Advanced science and mathematics courses can also be used for STEM credit. Please consult the department advisor for details.

Minor in Chemistry

The Minor in Chemistry is available to any student who has passed the following courses with a grade of C- (minus) or better.

Requirements (19 credit hours)

- CHEM-C 105
- CHEM-C 125
- CHEM-C 106
- CHEM-C 126
- CHEM-C 341

plus two additional 300 or 400 level chemistry courses of 3 credit hours or more.

Graduate Certificate in Chemistry

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast.

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.

The 18 cr Graduate Certificate in Chemistry offers coursework in the following areas:

Inorganic chemistry
Organic synthesis
Organic spectroscopy
Physical chemistry
Biochemistry
Environmental chemistry
Nuclear chemistry
GC Chemistry Requirements

1. Chemistry Electives (15 cr)

Students complete five classes chosen from the following list of seven course options:

CHEM-T 510 Inorganic Chemistry (3cr)
CHEM-T 520 Organic Synthesis (3cr)
CHEM-T 530 Organic Spectroscopy (3cr)
CHEM-T 540 Physical Chemistry (3cr)
CHEM-T 550 Introductory Biochemistry (3cr)
CHEM-T 555 Survey in Chemistry VT: Organic, Analytical, Inorganic, etc. (3cr)
CHEM-T 560 Environmental Chemistry (3cr)
CHEM-T 570 Nuclear Chemistry (3cr)
CHEM-T 580 Physical Biochemistry (3cr)
2. Chemistry Capstone (3 cr)

Students complete:

CHEM-T 590 Chemistry Capstone (3 cr)
** Students who also need a Master's degree may stack the Graduate Certificate in Chemistry into a MAT in Chemistry. Contact your faculty advisor for information on this process

MAT in Chemistry

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast.

The 30 credit MAT in Chemistries offers coursework in the following areas:

Inorganic chemistry
Organic synthesis
Organic spectroscopy
Physical chemistry
Biochemistry
Environmental chemistry
Nuclear chemistry
The Chemistry component of the MAT in Chemistry is identical to the curriculum of the stand-alone IU collaborative Graduate Certificate in Chemistry.

Program Learning Outcomes

Upon completion of the Chemistry component of the Master of Arts for Teachers in Chemistry, students will able to demonstrate:

1.Expertise in chemistry Students will be able to:
a. Demonstrate the ability to break down and analyze chemical
concepts and processes.
b. Demonstrate an achievement of breadth of knowledge across a
selection of sub disciplines in Chemistry.
c. Design assignments to teach relevant chemical concepts.
2.Effective oral and written scientific communication skills Students will be
able to:
a. Retrieve information from the chemical literature.
b. Communicate understanding of literature.
3.Ability to analyze data critically and to design experiments independently Students will
be able to:
a. Develop methodological approaches and solve problems.
b. Critically analyze a journal article.
4.. Application of the impact of chemistry on the society Students will be able to:
a. Analyze processes in everyday life using chemical principles.
b. Demonstrate an awareness of the impact of chemistry on the
environment, society, and other cultures outside the scientific
community.
c. Evaluate chemistry-related press releases and news media for veracity
and best practices in research.

Upon completion of the Education component of the M.A.T. in Chemistry, graduates will be
able to—

1.Engage in the development of rigorous curriculum planning and design;
2.Promote college-level studies skills and habits of mind;
3.Use assessment data to inform college-level instructional practices;
4.Prepare dual-credit students for success in college-level assessments;
5.Conduct research to improve dual-credit instruction.

MAT Chemistry Degree Requirements

I. Chemistry Component—consists of six classes divided into two requirements.

1. Chemistry Electives (15 cr)

Students complete five classes chosen from the following list of seven course options:

CHEM-T 510 Inorganic Chemistry (3cr)
CHEM-T 520 Organic Synthesis (3cr)
CHEM-T 530 Organic Spectroscopy (3cr)
CHEM-T 540 Physical Chemistry (3cr)
CHEM-T 550 Introductory Biochemistry (3cr)
CHEM-T 555 Survey in Chemistry VT: Organic, Analytical, Inorganic, etc. (3cr)
CHEM-T 560 Environmental Chemistry (3cr)
CHEM-T 570 Nuclear Chemistry (3cr)
CHEM-T 580 Physical Biochemistry (3cr)

2. Chemistry Capstone (3 cr)

Students complete:

CHEM-T 590 Chemistry Capstone (3 cr)

II. 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:
1) EDUC-H 520 Education and Social Issues
2) EDUC-J 500 Instruction in the Context of Curriculum
3) EDUC-P 507 Assessment in Schools
4) EDUC-Y 520 Strategies for Educational Inquiry

Other Introductory Chemistry Courses

These courses can be used to fulfill science general education requirements or requirements in health fields such as nursing and dental hygiene. Students in the health fields should contact their program administrators to verify. CHEM-C 101 and CHEM-C 121 are excellent preparatory in courses in chemistry for students majoring in the sciences.

- CHEM-C 100 (The World of Chemistry, 3 cr)
- CHEM-C 103 (Principles of Chemistry, 5 cr)
- CHEM-C 110 (The Chemistry of Life, 3 cr)
- CHEM-C 120 (Chemistry Laboratory, 2 cr)

Courses for ACS Degree (B.S.). Degree

The ACS B.S. degree in chemistry is certified by the American Chemical Society. Students seeking this certification must take at least one semester of biochemistry (CHEM-C484).

TSAP in Chemistry - B.A.

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss oc credit hours.

For more information on the TSAP in Chemistry see Single Articulation Pathways - Indiana University Northwest.

Physics

The Physics program does not offer a major but does offer a minor in physics.

Minor in Physics

Requirements (16 credit hours).

Two sequences are available to the student: calculus and non-calculus. Students seeking the physics minor are encouraged to discuss their course schedule with the department.

Course	Credit	Calculus	Algebra
PHYS-P 201	5		•
PHYS-P 202	5		•
PHYS-P 221	5	•	
PHYS-P 222	5	•	
PHYS-P 301	3	•	•
PHYS-P 309	2	•	•
PHYS-P 406	1 or 2	•	•
Credits		16 or 17	16 or 17

See department advisor for other courses that might apply to the physics minor.

Physics and Astronomy Courses for Non-Majors

The following courses are intended for students not majoring in the sciences. They assume little or no background in science or mathematics. PHYS-P 101 can serve as an excellent preparatory course for PHYS-P 201 or PHYS-P 221. All courses listed can be used to satisfy divisional distribution requirements as well as prepare students for 200 level general physics.

- PHYS-P 101 (Physics in the Modern World, 4 cr)
- AST-A 100 (The Solar System, 3 cr)
- AST-A 105 (Stars and Galaxies, 3 cr)
- AST-A 200 (Introduction to Cosmology, 3 cr)

Interdepartmental Major in Environmental Science - B.S.

The Interdepartmental major involving Biology, Chemistry, and Geology in Environmental Science provides rigorous interdisciplinary background in the natural science segment of the environmental sciences, combined with a significant background in the allied disciplines of physics and mathematics, and coursework in environmental affairs. Please see Geosciences for further details.

Computer Information Systems

Phone: 219-980-6638
Website: http://www.northwest.iu.edu/cis/

B.S. in Computer Information Systems (CIS)

Learning Outcomes

- Apply knowledge of computing appropriate to the discipline.
- Solve problems (programming, networking, database, and Web design) in the Information Technology environment.
- Demonstrate ethical and professional behavior.
- Discuss IT-oriented security issues and protocols.
- Evaluate and maintain network environments.
- Communicate effectively with a range of audiences.

Requirements

Group Va Major—Computer Information Systems Core (45 cr.)

- CSCI-C 106 (3 cr.)
- CSCI-C 150 (3 cr.)
- CSCI-A 106 (3 cr.)

- CSCI-A 247 (3 cr.)
- CSCI-A 285 (3 cr.)

Select one of the following programming options:

- option A
  - CSCI-A 201 (4 cr.)
  - CSCI-A 302 (4 cr.)
- option B
  - CSCI-C 201 (4 cr.)
  - CSCI-C 307 (3 cr.)
- option C
  - CSCI-A 210 (4 cr.)
  - CSCI-A 346 (3 cr.)

All of the following:

- CSCI-C 330 (3 cr.)
- CSCI-C 430 (3 cr.)
- CSCI-C 442 (3 cr.) or INFO-I 421 (3 cr.)
- INFO-I 402 (3 cr.)

Select one of the following for the capstone requirement:

- CSCI-Y 398 (1-6 cr.)
- CSCI-C 390 (1-6 cr.)

CIS Electives to complete 45 credit hours.

Group Vb

- Complete ENG-W231, MATH-M118, and PSY-K 300 (C- or better is required)

Microcomputer Applications Proficiency Test

- A microcomputer applications proficiency test allows students to test out of CSCI-A 106 Introduction to Computing (3 cr.). The test consists of online and written modules that measure the student's ability to perform various tasks upon actual computer files. Achieving a total minimum grade of 70 percent would allow a student to test out of CSCI-A 106. However, in order to receive credit hours for the course, a student must satisfactorily complete either CSCI-A 285 or CSCI-A 213 with a C (2.0) or higher. Such a student will be eligible for 3 credit hours of special credit with a grade of S. It is the responsibility of the student to request that CIS forward this information to his or her division.
- Each module will be graded separately. Achieving a minimum grade of 70 percent for a module would allow a student to test out of that particular module. CIS provides a method for students to receive instruction only in the areas where placement scores indicate that they are deficient by teaching three 1 credit hour courses taught concurrently with CSCI-A 106: CSCI-A 103 (word processing), CSCI-A 104 (spreadsheets), and CSCI-A 105 (relational database).

Group VI: Minor

- Students must select a minor in any area. (A business, SPEA, or Health Information Management minor is very marketable with the computer information systems degree.)

Electives and Internship

- Each student will be required to gain sufficient elective or internship credit to meet the minimum 120 credit hour requirement.
- A maximum of 6 credit hours may be awarded for successful completion of an internship. Credit not given for both COAS-W 398 and CSCI-Y 398 in excess of 6 credit hours. The CSCI-Y 398 Internship is considered a capstone course. While internships are opportunities to learn new skills, CIS interns are often hired based on their cumulative knowledge and ability to provide employers with needed skills.
- Each CIS internship is awarded 1 credit hour per semester.
- Consult the department chairperson for specific details concerning registration requirements, and check with Career Services for internship opportunities.

In addition to the preceding courses the student is responsible for fulfilling the general requirements of the College of Arts and Sciences.

B.S. in Informatics (INFO)

Program Learning Outcomes

1. Foundations of Informatics and Computing
2. Problem solving and programming
3. Analysis and design of large systems
4. Collaboration and teamwork with emphasis on virtual teams
5. Societal and ethical implications of informatics
6. Application of Informatics skills to another area of specialization (cognate)

Requirements

Students must complete the general requirements of the College of Arts and Sciences. This includes at least 120 total credit hours, at least 36 credit hours at the 300 and 400 level, and at least 105 credit hours of COAS courses.

Group Va—Major (55-58 cr.)

The major requirements are organized into three categories:
Informatics Core (34 cr.)
Informatics Electives (6 cr.)
Tract Area (15-18 cr.)

Informatics Core (34 credit hours)

Required (22 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 308 Information Representation (3 cr.)
- Select two of the following (6 cr.)
  - INFO-I 300 Human-Computer Interaction (3 cr.)
  - INFO-I 303 Organizational Informatics (3 cr.)
  - INFO-I 310 Multimedia Arts and Technology (3 cr.)
  - INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.)

- Select one of the following three capstone options (6 cr.)
  - INFO-I 494 and INFO-I 495 Design and Development of an Information System I/II (3 - 3 cr.)
  - INFO-I 492 and INFO-I 493 Senior Thesis I/II (3 & 3 cr.)
  - INFO-I 491 Capstone Project Internship (1 cr. may be repeated up to 6 cr.)

Total (34 cr.)

Electives (6 cr.)
Tract Area (15-18 credit hours)—Select one Tract Area
Please see the individual departments for specific information on the Tract Area.

Group Vb

Complete the following courses (C- or better required):

- ENG-W 231
- MATH-M 118 or MATH-M 119
- PSY-K 300

In addition to the preceding courses the student is responsible for fulfilling the general requirements of the College of Arts and Sciences.

TSAP in Informatics - B.S.
Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BS at IU Northwest, without loss of credit hours.

For more information on the TSAP in Informatics see Single Articulation Pathways - Indiana University Northwest

B.S. in Informatics (INFO) ONLINE
Learning outcomes

The learning outcomes relate to six primary categories:

1. Design and develop solutions to problems.
2. Construct memory-based structures and algorithms.
3. Design and implement databases for discipline-specific problems.
4. Design and evaluate user interfaces, integrating users' needs and requirements.
5. Evaluate social, legal, or ethical issues in Informatics.
6. Demonstrate the skills, behaviors, and attitudes necessary to function as an effective team member.
7. Communicate effectively across multiple contexts.

Degree Requirements

To graduate with the BS in Informatics, you must complete a total of 120 semester credit hours, broken down as follows. 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.

The B.S. Informatics curriculum includes the following five components:

1. Informatics core courses (39 credit hours)
2. Informatics electives (9 credit hours)
3. Track courses (15-18 credit hours)
4. General education courses (30-42 credit hours)
5. General electives (12-27 credit hours)

Required Courses

I. Informatics Core (13 courses/39 credits)

1. INFO-C I 00 Informatics Foundations (3 er.)
2. INFO-C 112 Tools of informatics: Programming and Databases (3 er.)
3. INFO-C 201 Mathematical Foundations of Informatics (3 er.)
4. INFO-C 203 Social Informatics (3 er.)
5. INFO-C 210 Problem Solving and Programming I (3 er.)
6. INFO-C 211 Problem Solving and Programming 2 (3 er.)
7. INFO-C 300 Human Computer Interaction (3 er.)
8. INFO-C 307 Data Representation and Organization (3 er.)
9. INFO-C 399 Database Systems (3 er.)
10. INFO-C 413 Web Design and Development (3 er.)
11. INFO-C 450 System Design (3 er.)
12. INFO-C 451 System Implementation (3 er.)
13. INFO-C 452 Project Management (3 er.)

II. Informatics electives (3 courses/9 credits)

Complete three from the following

INFO-C342 Mobile Application Development
INFO-C421 Applications of Data Mining
INFO-C453 Computer and Information Ethics
INFO-C416 Applied Cloud Computing
NFO-I303 Organizational Informatics
INFO-I310 Multimedia Arts and Technology
INFO-I441 Interaction Design Practice
INFO-I459 Media and Tech Entrepreneurship

Any 300#or 400 online INFO/CSCI course(s)

III. BS Informatics Track complete one of the following:

Students are required to choose one of the following tracks:

Business track (18 credits)

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.

1. Accounting
Complete one of the following

BUS-A201 Introduction to Financial Accounting
BUS-A202 Introduction to Managerial Accounting
2. Business Management

BUS-J404 Business and Society
3. Marketing
Complete one of the following

BUS-M300 Introduction to Marketing
BUS-M301 Introduction to Marketing Management
4. HR Management

BUS-Z440 Personnel: Human Resource Management
5. Financial Management
Complete one of the following

BUS-F301 Financial Management
BUS-F302 Financial Decision Making

6. Operations/Supply Chain Management
Complete one of the following

BUS-P301 Operations Management
BUS-P421 Supply Chain Management

Health Information Management track (15-18 credits)

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.

1. Medical Terminology
Complete one of the following

HIM-M330 Medical Terminology
HIM-M195 Medical Terminology
AHLT-M195 Medical Terminology
AHLT-M330 Medical Terminology
2. Introduction to Health Information Management
Complete one of the following

HIM-M108 Introduction to Health Information Management
HIM-M101 Introduction to Health Records
AHLT-M192 Introduction to Health Information Management and Reimbursement
AHLT-M392 Introduction to Health Information Management and Reimbursement
3. Healthcare Information Requirements and Standards
Complete one of the following

HIM-M325 Healthcare Information Requirements and Standards I
HIM-M301 Healthcare Quality and Information Management
4. Analysis of Health Information
Complete one of the following
HIM-M425 Quantitative Analysis of Health Information
HIM-M107 Computer Applications in Health Information Technology
5. Pathophysiology & Pharmacology*
(complete 2)
HIM-M350 Pathophysiology and Pharmacology for HIM I
HIM-M351 Pathophysiology and Pharmacology for HIM II
6. Electronic Health Records*

HIM-M410 Computer Systems in Healthcare
*Students can choose between either the Pathophysiology & Pharmacology requirement OR the Electronic Health Records requirement

Legal Informatics track (15 credits)

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.

Complete the following five classes:
1. INFO-C401 Foundations in Legal Informatics
2. INFO-C402 Legal and Social Informatics of Security
3. INFO-C403 Electronic Discovery
4. INFO-C404 Litigation Support Systems and Courtroom Presentations
5. INFO-C405 Technology and the Law

Enterprise Resource Planning (ERP) Track (18 credits)

1. Accounting

BUS-A201 Introduction to Financial Accounting
2. Information Systems

BUS-K321 Management of Information Technology
3. Functional Areas of Business
Complete two of the following

BUS-M300 Introduction to Marketing
BUS-F301 Financial Management
BUS-P301 Operations Management
BUS-P421 Supply Chain Management
4. ERP Operations

BUS-K301 Enterprise Resource Planning
5. ERP Programming and Configuration
Complete one of the following

BUS-K440 Business Intelligence
BUS-S435 Advanced Topics in Computer Information Systems
Sustainability Track (15 credits)

1. Foundations

SUST-S301 Foundations of Sustainability Studies
2. Science Courses
Complete one of the following

AHLT-H331 Environmental Health
GEOL-G185 Global Environmental Change
GEOG-G315 Environmental Conservation
GEOL-G400 Energy: Sources and Needs
GEOL-G476 Climate Change Science
3. Social Sciences, Cultural, Economics Courses
Complete one of the following
BUS-B399 Business and Society
GEOG-G338 Geographic Information Systems
PHIL-P306 Business Ethics
POLS-Y308 Urban Politics
SOC-S308 Global Society
SUST-B399 Sustainable Food Systems
4. Practicum
SUST-S490 Sustainability Practicum
5. Elective
Complete one additional course from either Science Courses or Social Sciences, Cultural, or Economics Courses

Interdepartmental Major: CIS and Fine Arts

Bachelor of Science in Computer-based Graphic Arts

Computer-based graphic artists are sought-after in the job market. The students who graduate with this degree will have a strong background in artistic (fine arts) and computer (CIS) skills. Computer-based graphic arts are widely used tools in business, industry, and the arts.

The student will have two official advisors—one in the Department of Fine Arts and one in Computer Information Systems—who will help plan the course of study in detail and with frequent consultations.

Requirements in Department of Fine Arts Va (25 cr.)

- Select one of the following:
  - FINA-F 100 Fundamental Studio-Drawing (3 cr.)
  - FINA-F 102 Fundamental Studio-2D (3 cr.)

- FINA-S 250 Introduction to Design Practice (3 cr.)
- FINA-S 351 Typography (3 cr.)
- FINA-S 352 Production for Graphic Design (3 cr.)
- FINA-S 353 Graphic Design IV (3 cr.)
- FINA-S 413 Typography (2 cr.)
- FINA-S 414 Layout and Design (2 cr.)
- FINA-S 415 Package Design (2 cr.)
- FINA-S 451 Graphic Design Problem Solving (3 cr.)
- FINA-S 497 Capstone - Independent Study in Fine Arts (1-3 cr.)

Requirements in Department of Fine Arts Vb (8 cr.)

- 3 credit hours in the FINA-A100 series (history of art)
- 3 credit hours of 300 or 400 level art history
- FINA-A435 CAPSTONE Art Theory (2 cr.)

Requirements in Computer Information Systems (18 cr.)

- CSCI-A 106 Introduction to Computing (3 cr.)
- CSCI-A 251 Introduction to Digital Imaging Application (3 cr.)
- CSCI-A 348 Mastering the World Wide Web (3 cr.)
- INFO-N 248 Design Principles in Web Design (3 cr.)
- INFO-N 215 Online Document Development (3 cr.)
- Select one of the following:
  - CSCI-A 340 An Introduction to Web Programming (3 cr.)
  - **or** INFO-I 310 Multimedia Arts and Technology (3 cr.)
  - **or** INFO-I 400 Topics in Informatics (3 cr.)
  - **or** CSCI-C 390 Individual Programming Lab (3 cr.)

Total (51 cr.)

For Bachelor of Science degrees, all students must complete the group VI minor.

In addition to the preceding courses the students are responsible for fulfilling the general requirements of the College of Arts and Sciences.

There is a Bachelor of Arts version of this inter-departmental degree. See the Fine Arts Department section for details. schools/coas/departments/fine-arts/major-cis-arts

Interdepartmental Major: CIS and Mathematics Bachelor of Science in Simulation/Modeling Analysis

The students who graduate with this degree will have a strong background in theoretical (mathematics) and practical (CIS) skills. Modeling and computer simulation are widely used tools in business, industry, and research. Computer simulation allows an investigator to test proposed alterations to existing systems as well as proposed designs for entirely new systems.

Work in this area requires strong mathematical, statistical, and computer skills. This program should appeal to students interested in mathematics, computers, business, and the sciences.

The student will have two official advisors—one in Mathematics and one in Computer Information Systems—who will help plan the course of study in detail.

The general degree requirements are the same as for the Bachelor of Science in Computer Information Systems, except that the Group V major requirements are replaced by the following:

Group V Interdepartmental Major Requirements (43-45 cr.)

Department of Mathematics (22-24 cr.)

- MATH-M 215 (5 cr.)
- MATH-M 216 (5 cr.)
- MATH-M 301 (3 cr.)
- MATH-M 360 (3 cr.)
- MATH-M 447 (3 cr.)
- MATH-M 448 (3 cr.)

Total (22-24 cr.)

Computer Information Systems (21-23 cr.)

- CSCI-C 106 (3 cr.)
- CSCI-C 150 (3 cr.)
- Select one of the following
  - CSCI-C 201 (4 cr.) and CSCI-C 307 (3 cr.)
  - CSCI-A 201 (4 cr.) and CSCI-A 302 (4 cr.)
- CIS or Informatics elective @ 300 level or above (3-4 cr.)
- CSCI-C 410 (3 cr.)
- CSCI-C 390 (1-3 cr.)
  - Capstone course requirement
  - Select one of the following: CSCI-C 390 course (1-3 cr.) for which the student will write a complete project-thesis starting with a theoretical model of a problem and then writing a computer program solution in C++, Java, or other appropriate computer language. The possibility of internships (CSCI-Y 398) also exists because the degree is highly application-oriented. An especially rewarding situation would combine the internship and the capstone experience into a single project-thesis.

Total (21-23 cr.)

For Bachelor of Science degrees, all students must complete the Group VI minor.

B.S. in Data Science (ONLINE)

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 BS 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.

Learning Outcomes

1. Data Acquisition and Storage

- Capture and organize different types of data from different sources as performed in a variety of industries.
- Manage data, data infrastructures, and the data science pipeline.
- Store and process data using distributed computing, overcoming issues with the process of data extraction, transformation, and loading.

2. Data Exploration and Curation

- Use metadata and indexing for data discovery, description, information retrieval, and reusability.
- Perform data transformations with justifications.
- Clean and recode data to prepare it for analysis using a variety of techniques.

3. Data Analysis and Modeling

- Apply quantitative techniques, including probability, statistics, optimization, machine learning, and simulation to deploy models for prediction and analysis.
- Write programs to perform data analysis on large, complex datasets.

4. Data Visualization and Presentation

- Assess the purpose, benefits, and limitations of visualization as a human-centered data analysis methodology.
- Design and implement effective visualizations for a variety of data types and analytical tasks to reveal insights and communicate information.

5. Data Ethics and Governance

- Evaluate social, legal, and ethical issues in data science, applying ethical principles to resolve conflicts.
- Support the ethical and appropriate use of technology by following a code of conduct.

Degree Requirements

To earn the BS in Data Science, you must complete 120 credit hours.

Requirements are broken down as follows:

- Data science core courses, including capstone course (43 credit hours)
- Professional communication courses (6 credit hours)
- Computer science courses (11 credit hours)
- Mathematics courses (9 credit hours)
- Statistics courses (9 credit hours)
- General education courses and electives, as needed to reach 120 credit hours.

General education:

- Students need to follow their home campus's general education requirements (that probably include any requirements related to grade).

Professional Communication (6 cr.)

- *Professional Speaking (3 cr.) Choose one:*
- CMLC-C 122 Interpersonal Communication (3 cr.)
- COMM-C 180 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.)
- *Professional Writing (3 cr.) Choose one:*
- ENG-W 230 Science Writing (3 cr.)
- ENG-W 231 Professional Writing (3 cr.)
- ENG-W 233 Technical Writing/Intermediate Expository Writing (3 cr.)
- ENG-W 234 Technical Reporting Writing
- ENG-W 270 Argumentative Writing (3 cr.)

Computer Science (11 cr.)

- CSCI-A 201 Programming 1 (taught using Python) (4 cr.)
- CSCI-A 202 Programming II (taught using Python) (4 cr.)
- Data Structures: CSCI-C 343 Data Structures (taught using Python) (3 cr.)

Mathematics (9 cr.)

- MATH-M 220 Calculus for Data Science 1 (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 (3 cr.)

Statistics (9 cr.)

- PBHL-B 275 Probability without Tears and Without Calculus (taught using Python)
- PBHL-B 302 Introduction to Biostatistics (3 cr.) (pre-req: at least college algebra) or PBHL-B 285 Classical Biostatical Regression Learning (3 cr.)
- PBHL-B 420 Introduction to Statistical Learning (3 cr.) Or INFO-I 415 Introduction to Statistical Learning (3 cr.)

Data Science-Core (30 cr.)

- CSCI-N 211 Introduction to Database; OR CSCI-A 213 Database Applications
- CSCI-N 311 Database Programming, Oracle; OR CSCI-B 461 Database Concepts; OR CSCI-C 442 Database Systems; OR INFO-I 308 Information Representation
- CSCI-N 317 Computation for Scientific Applications
- INFO-I 223 Data Fluency
- INFO-I 416 Applied Cloud Computing for Data Intensive Sciences
- INFO-I 421 Applications of Data Mining
- INFO-I 453 Computer and Information Ethics
- INFO-I 490 Professional Internship (3 cr); OR INFO-I 491 Capstone
- NEWM-N 328 Visualizing Information
- PBHL-B 452 Fundamentals of Health Data Management

Minor in Computer Information Systems (CIS) Requirements

- CSCI-C 106 (3 cr.)
- CSCI-A 106 (3 cr.)
- 200 to 400 level (9 cr.)
- Students must also complete general requirements of the College of Arts and Sciences.

Total (15 cr.)

Please see a CIS Department advisor for combinations of classes if you have a specific interest in a particular area.

Minor in Informatics Requirements

Students wanting to minor in Informatics are requried to take a minimum of 15 cr. hrs. including:

- INFO-I 101 Introduction to Informatics (4 cr.)
- additional INFO-I courses 200-400 level to total at least 11 cr. These courses should be chosen with the advise and consent of the Department of Computer Information Systems.

Total (15 cr.)

Postbaccalaureate Certificate in Computer Information Systems

A postbaccalaureate certificate in computer information systems is offered for students with baccalaureate degrees in another discipline who wish to complement their undergraduate education with course work similar to the requirement for a Bachelor of Science degree in computer information systems.

The postbaccalaureate certificate program enables the holder of a bachelor's degree with a major in another field to obtain formal recognition of training in the computer field. Students select one of five options after successfully meeting or completing the following prerequisites with a grade of C- or better: ENG-W 131 and ENG-W 231 and MATH-M 118.

Requirements

- CSCI-C 106 (3 cr.)
- CSCI-A 106 (3 cr.)
- CSCI-C 150 (3 cr.)
- Select seven more courses with at least four of those courses taken at the 300 to 400 level.

Please see a CIS department advisor for combinations of classes if you have a specific interest in a particular area.

M.S. in Computer Information Systems (CIS) Program Description and Admission

The Master of Science in Computer Information Systems program is designed for students who desire to advance their careers in information technology. The Master of Science (MS) in Computer Information Systems (CIS) consists of 30 credit hours with a minimum grade of B- in each course and a 3.0 overall GPA. A project/internship component of 3 credit hours is part of the core requirements. Students will complete all the core requirements of 18 credit hours and choose 12 credit hours of electives offered based on faculty expertise and market demands. The department may offer additional electives from time to time. A full-time student could complete the Master's degree in two years.

To be considered for admission to the MS in CIS program, students must hold a bachelor's degree from an accredited institution in any field. If the field of major is related to CIS, students are eligible to be admitted directly into the graduate program. If the field of major is not related to CIS, students will be admitted conditionally.

Students should have obtained an undergraduate grade point average of at least 3.0. Students with a GPA slightly below 3.0 who are returning to college with relevant work experience may be admitted if their applications contain sufficient evidence of their skills and ability to succeed in graduate work.

Graduate Record Examination (GRE) scores are not required. Applications will be reviewed on a rolling basis.

For questions, contact: Dr. Bhaskara Kopparty, Computer Information Systems Department: 219-980-6638, or come visit us: Hawthorn Hall, Room 325.

Program Objectives/Outcomes

The objective of this program is to prepare graduates with a sound basic understanding of computers coupled with knowledge of systems and applications in computer science. The coursework will cover advanced applications and will prepare students for employment at an advanced level.

Graduates from the MS in CIS program will be informed critical thinkers, be proficient in their chosen medium, and have advanced knowledge of computer information systems.

This Master's degree can prepare students for continued advance study, including doctoral degrees in computer science or informatics. Students with a Bachelor's degree will find the MS in CIS as a path to advanced employment in a number of IT related occupations, such as business analyst, data analyst, information security analyst, computer and information systems analyst, and project manager. Each of these occupations currently is in high demand.

The goals of this Master's degree are to develop proficiency in the practice of computing and to prepare

students for professional leadership roles. Each graduate should be able to:

- Formulate solutions to computing problems
- Analyze and compare alternative solutions to computing problems
- Design and implement effective solutions to computing problems
- Apply sound principles to the synthesis and analysis of computer systems
- Work effectively in teams to design and implement solutions to computational problems
- Communicate effectively, both orally and in writing
- Think critically and creatively, both independently and with others
- Recognize the social and ethical responsibilities of a professional working in the discipline
- Seek out, develop, and adapt to new developments in the field of computer science

Curriculum

Core Courses – 18 credit hours

- Introduction to Artificial Intelligence (CSCI B551) – 3 credit hours
- Information Systems Development (CSCI P532) – 3 credit hours
- System and Protocol Security & Information Assurance (INFO I533) – 3 credit hours
- Advanced Web Page Development (CSCI C605)– 3 credit hours
- Informatics Project Management (INFO B505) – 3 credit hours
- Independent System Development (CSCI Y790) – 3 credit hours

Elective Courses – 12 credit hours

Electives: At least half of all Elective credits must be in courses numbered 600 or above.

- Data Analysis Using R (CSCI C504) – 3 credit hours
- Business Intelligence Using SAP (CSCI C603) – 3 credit hours
- Predictive Analytics and Data Mining (CSCI B565) – 3 credit hours
- UNIX/LINUX Administration (CSCI C606)– 3 credit hours
- Topics in Systems (CSCI B649) - 3 credit hours

Microcomputer Applications Proficiency Test

- A microcomputer applications proficiency test allows students to test out of CSCI-A 106 Introduction to Computing (3 cr.). The test consists of online and written modules that measure the student's ability to perform various tasks upon actual computer files. Achieving a total minimum grade of 70 percent would allow a student to test out of CSCI-A 106. However, in order to receive credit hours for the course, a student must satisfactorily complete either CSCI-A 285 or CSCI-A 213 with a C (2.0) or higher. Such a student will be eligible for 3 credit hours of special credit with a grade of S. It is the responsibility of the student to request that CIS forward this information to his or her division.
- Each module will be graded separately. Achieving a minimum grade of 70 percent for a module would allow a student to test out of that particular module. CIS provides a method for students to receive instruction only in the areas where placement scores indicate that they are deficient by teaching three 1 credit hour courses taught concurrently with CSCI-A 106: CSCI-A 103 (word processing), CSCI-A 104 (spreadsheets), and CSCI-A 105 (relational database).

B.S. in Computer Science (Online)

Program Learning Outcomes

Goal A: Problem-solving
• A1: Students will analyze and design algorithmic solutions to real-world problems.
• A2: Students will utilize programming languages to implement and test algorithms.
• A3: Students will choose appropriate data structures and algorithms for solving problems.

Goal B: Developing software systems /computing-based solutions
• B1: Students will develop software systems using a minimum of two high-level programming languages.
• B2: Students will design/develop software systems by applying knowledge of
databases and software engineering skills following the software development lifecycle.
• B3: Students will apply computer architecture elements to design and implement operating system(s) components.

Goal C: Communication, Teamwork, and Diversity
• C1: Students will communicate effectively in a variety of professional contexts.
• C2: Students will demonstrate the necessary interpersonal skills to work effectively in diverse and/or multi-disciplinary teams.
• C3: Students will make informed judgments in computing practice based on legal
and ethical principles.

To earn the IU Collaborative B.S. in Computer Science with complete 70-72 credits in four course categories:

I. Math Core (four courses/16 credits)
II. Computer Science Core (ten courses/40 credits).
III. Science Core (three or four courses/ 8-10 credits)
IV. Electives (two courses/6 credits)
Students falling short of 70 credits can take an additional CSCI elective.

Required Courses:

Math Core

1. Calculus (10 credits)

Complete the two-course sequence MATH-M 215 Calculus I and MATH-M 216 Calculus II
2. Linear Algebra (3 credits)

Complete one of the following

MATH-M 301 Linear Algebra and Application
MATH-M 303 Linear Algebra
3. Statistics (3 credits)

Complete one of the following:

MATH-K 300 Statistical Techniques
MATH-K 310 Statistical Techniques

Computer Science Core

1. Programming I (4 credits)

CSCI-C 155 Computer Programming I

2. Programming II (4 credits)

CSCI-C255 Computer Programming II

3. Data Structures (4 credits)

Complete one of the following

CSCI-C243 Introduction to Data Structures
CSCI-C343 Data Structures
4. Algorithms (3 credits)

CSCI-C455 Analysis of Algorithms I
5. Operating Systems (3 credits)

Complete one of the following

CSCI-C436 Introduction to Operating Systems
CSCI-C435 Operating Systems
6. Computer Structures (4 credits)

CSCI-C335 Computer Structures
7. Programming Languages (3 credits)

CSCI-C311 Programming Languages
8. Discrete Structures (3 credits)

Complete one of the following

CSCI-C 241 Discrete Structures for Computer Science
CSCI-C 251 Foundations of Digital Computing
9. Software Engineering

Complete one of:

CSCI-C308 System Analysis and Design
CSCI-C330 Object Oriented System Analysis and Design
11. Computer Networks or Computer Security (3 credits)

Complete one of the following:

CSCI-B438 Fundamentals of Computer Networks
CSCI-A447 Advanced Networking System Administration
CSCI-B451 or C490 Security in Computing /Security of Networked Systems
CSCI-C437 Computer Security
CSCI-A347 Computer and Network Security Essentials
**Computer Networks and Computer Security topics not chosen can be uses as electives.

12. Capstone or Internship (3 credits)

Complete one of the following

CSCI-Y398 Internship in Professional Practice 3
COAS-S399 INTERNSHIP
CSCI-Y398 Internship in Professional Practice
13. Database Systems (3 credits)

CSCI-C442 Database Systems 3

Science Core

Complete one of the following five sets of courses in Chemistry, Biology, Physics, or Geology. Must include one lecture and one lab.

Option 1 Chemistry

CHEM-C105 Principles of Chemistry II (or equivalent)
CHEM-C125 Experimental Chemistry I (or equivalent)
CHEM-C106 Principles of Chemistry II (or equivalent)
Option 2 Biology

BIOL-L101 Intro to Biological Science I (or equivalent)
BIOL-L102 Intro to Biological Science II (or equivalent)
Option 3 Physics

PHYS-P201 General Physics 1 (or equivalent)
PHYS-P202 General Physics 2 (or equivalent)
Option 4 Physics

PHYS 15200 Mechanics (or equivalent)
PHYS 25100 Heat Electricity and Optics (or equivalent)
Option 5 Geology

GEOL-G101 Introduction to Earth Science: Lecture
GEOL-G102 Introduction to Earth Science Laboratory
GEOL-G107 Two additional GEOL Classes to total 8-10 credits
GEOL-XXX Two additional GEOL Classes to total 8-10 credits
Electives (two courses/6 credits)

Computing Theory Elective

Complete one of the following

CSCI-B401 Fundamentals of Computing Theory
CSCI-B401 Fundamentals of Computing Theory
Artificial Intelligence Elective

CSCI-C463 Artificial Intelligence
Graphics Elective

CSCI-C481 Interactive Computer Graphics
Data Mining Elective

Complete one of the following

CSCI-C490 Data Mining
INFO-I421 Applications of Data Mining
Free electives

Complete any one of the following
CSCI-C490 Seminar in Computer Science (variable topic)
CSCI-C490 Seminar in Computer Science (variable topic)
CSCI-B424 Parallel and Distributed Programming
CSCI-C431 Assemblers and Compilers I
CSCI-C458 Intelligent Robots
CSCI-P422 Web Enterprise Systems
CSCI-C407 Introduction to Digital Forensics
CSCI-B439 Network Security

Minor in Cybersecurity Requirements

- CSCI-A 247 (3 cr.)
- CSCI-A 347 (3 cr.)
- BUS-K 221 (3 cr.)
- BUS-K 321 (3 cr.)
- SPEA-J 303 (3 cr.)

Total (15 cr.)

Graduate Certificate in Computer Science (Online)

IU faculty developed this six-course curriculum to promote excellence in computer instruction to help dual credit instructors meet their professional goals, and in turn, to improve the learning outcomes and classroom experiences of their beginning Computer Science students.

The six-courses required for the Graduate Certificate in Political Science are identical to the computer science component in M.A.T. in Computer Science. Certificate students can stack their computer science coursework into the M.A.T. should they opt to pursue the master's degree.

Requirements

To earn the IU collaborative Graduate Certificate in Computer Science students much complete the following six courses (18 credit hours):

- CSCI-T 500 CS Foundations
- CSCI-T 510 Introduction to Computing and Programming
- CSCI-T 520 Introduction to Software Systems
- INFO-T 530 Introduction to Informatics
- CSCI-T 540 Introduction to Data Science
- CSCI-T 550 Introduction to Cybersecurity

M.A.T. in Computer Science (Online)

IU faculty developed this curriculum to promote excellence in computer instruction to help dual credit instructors meet their professional goals, and in turn to improve the learning outcomes and classroom experiences of their beginning Computer Science students.

The M.A.T. in Computer is a stackable degree—it combines the six required courses of the Graduate Certificate in Computer Science with four School of Education courses providing advanced subject area expertise and graduate-level study in curriculum and pedagogy.

Program Learning Outcomes

Upon completion of the computer science component of the Master of Arts for Teachers in Computer science, students will able to demonstrate fluencies in all core concepts identified in the ACM sponsored K-12 Computer Science Framework, including:

1. Computational Thinking

a. Identify complex, interdisciplinary, real-world problems that can be solved computationally.

b. Decompose complex real-world problems into manageable subproblems that could integrate existing solutions or procedures.

c. Evaluate whether it is appropriate and feasible to solve a problem computationally.

2. Develop and Use Abstractions

a. Identify complex, interdisciplinary, real-world problems that can be solved computationally.

b. Decompose complex real-world problems into manageable subproblems that could integrate existing solutions or procedures.

c. Evaluate whether it is appropriate and feasible to solve a problem computationally.

3. Create Computational Artifacts

a. Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations.

b. Create a computational artifact for practical intent, personal expression, or to address a societal issue.

c. Modify an existing artifact to improve or customize it.

d. Systematically test computational artifacts by considering all scenarios and using test cases.

e. Identify and fix errors using a systematic process.

f. Evaluate and refine a computational artifact multiple times to enhance its performance, reliability, usability, and accessibility.

4. Data

a. Understand computational data representation, including conventions and.standards for manipulating text, image, sound and numenc processmg

b. Gather, prepare and manipulate reasonable datasets, calculate descriptive statistics, explore linear correlations and communicate analysis in compelling visualizations

c. Be able to construct and analyze a model for a simple process and execute it in a simulation.

5. Programming

a. Demonstrate fluencies in key programming constructs, such as event triggers, control structures, variables, data types, modularity and data structures

b. Demonstrate de-bugging strategies

c. Be able to operate in block and text-based programming languages

d. Participate in a software peer review

e. Be able to move a software product from design through post mortem

f. Demonstrate responsibility and stewardship around the impact of computer science on society

g. Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.

h. Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability.

i. Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.

J. Be able to identify defensive cybersecurity strategies

k. Engage in and advocate for digital ethics and best practices

Upon completion of the Education component of the M.A.T. in Computer science, graduates will be able to:

1. Engage in the development of rigorous curriculum planning and design;

2. Promote college-level studies skills and habits of mind;

3. Use assessment data to inform college-level instructional practices;

4. Prepare dual-credit students for success in college-level assessments;

5. Conduct research to improve dual-credit instruction

Requirements

To earn the MAT in Computer Science students much complete the six course/18 credit computer science track and the four course/12 credit graduate education component.

The ten require courses for the M.A.T. for Teachers in Computer Science are:

Computer Science Component (18 credit hours)

- CSCI-T 500 CS Foundations
- CSCI-T 510 Introduction to Computing and Programming
- CSCI-T 520 Introduction to Software Systems
- INFO-T 530 Introduction to Informatics
- CSCI-T 540 Introduction to Data Science
- CSCI-T 550 Introduction to Cybersecurity

Graduate School of Education Component (12 credit hours)

- EDUC-J 500 Instruction in the Context of the Curriculum
- EDUC-H 520 Education and Social Issues
- EDUC-P 507 Assessment in Schools
- EDUC-Y 520 Strategies for Educational Inquiry

Economics

The economics program is housed in the School of Business and Economics. Degrees in economics are awarded by the College of Arts and Sciences.

Minor in Economics Requirements

- ECON-E 201 (3 cr.)
- ECON-E 202 (3 cr.)
- ECON-E 270 (3 cr.)
- Select one of the following
  - ECON-E 321 (3 cr.)
  - BUS-G 300 (3 cr.)
  - equivalent course work

- sufficient additional course work in economics to total a minimum of 15 credit hours

Total (15 cr.)

English

Phone: (219) 980-6565
Website: https://northwest.iu.edu/english/

Courses

The English department offers a variety of courses in grammar and language (ENG-G), literature (ENG-L), and writing (ENG-W). English courses at the 100, 200, 300, and 400 levels are for undergraduates while 500-600 level courses are reserved for graduate students. Undergraduates should *not* enroll in any English course at the 500 or 600 level without written permission from both the instructor and department chair.

Composition
Courses in composition include ENG-W 130 and ENG-W 131. Students are not permitted to register for ENG-W 131 until they have taken the English placement exams administered by Admissions. On the basis of their placement test scores, students may be counseled to take ENG-W 130 prior to ENG-W 131.

Students should confer with an advisor about the course that best suits them. Students may also contact the Director of Writing at (219) 980-6569 for further advising. They should also consult the Bulletin under Placement Testing and Assessment.

Writing
Courses in writing include ENG-W 206, ENG-W 231, ENG-W 280, ENG-W 301, ENG-W 302, ENG-W 303, ENG-W 311, ENG-W 350, ENG-W 398, and ENG-W 490. Before students are eligible to take further courses in writing, they must have completed ENG-W 131.

Literature
Courses in literature include ENG-L 101, ENG-L 102, ENG-L 201, ENG-L 202, ENG-L 203, ENG-L 204, ENG-L 205, ENG-L 207, ENG-L 211, ENG-L 212, ENG-L 215, ENG-L 216, ENG-L 217, ENG-L 218, ENG-L221, ENG-L249, and ENG-L 295.

The following courses are ordinarily recommended for juniors and seniors: ENG-L 305, ENG-L 308, ENG-L 311, ENG-L 315, ENG-L 326, ENG-L 332, ENG-L 335, ENG-L 345, ENG-L 346, ENG-L 347, ENG-L 348, ENG-L 351, ENG-L 352, ENG-L 354, ENG-L 355, ENG-L 357, ENG-L 358, ENG-L 364, ENG-L 365, ENG-L 366, ENG-L 369, ENG-L 381, ENG-L 382, ENG-L 390, ENG-L 440, ENG-L 495.

Language
Courses in the English language include ENG-G 205, ENG-G 207, ENG-G 304, and ENG-G 315.

Program Learning Outcomes

1. Students will practice various reading and analytical strategies.
2. Students will practice effective communication.
3. Students will develop writing for different audiences, genres, and/or rhetorical situations.
4. Students will engage with contextually informed arguments.
5. Students will develop an appreciation for the diverse cultures and identities that produce literature.

Major in English - Bachelor of Arts (B.A.)

Learning Outcomes

1. Students will develop a wide knowledge of the history and traditions of literature written in the English language and an appreciation for the diverse cultures and backgrounds that contribute to the production of literature in English.
2. Students will learn critical and analytical thinking skills, especially close reading skills.
3. Students will learn how to comprehend and produce contextually informed arguments about literature.
4. Students will learn to write and communicate clearly and effectively.

Requirements. The English major contains two tracks: literature and writing. Students should declare a track when they choose to major in English. For both tracks, majors must complete 36 credit hours in English.

Literature Track Requirements (Va)

Select at least 12 courses (36 cr.) above the 100 level, of which at least five must be on the 300-400 level, and no more than 3 courses (9 cr.) may be taken online. Of these 12, there are 9 required courses (27 cr.) for the literature track:

- Grammar and Usage (3 cr.): ENG-G 304
- Literary Interpretation (3 cr.): ENG-L 202
- Two British literature survey courses (6 cr.): ENG-L 211 and ENG-L 212
- Single author course (3 cr.): ENG-L 305, ENG-L 315, ENG-L 318, or ENG-L 369
- American literature (3 cr.): Choose one from ENG-L 350 through ENG-L 363
- Gender and Literature (3 cr.): Choose either ENG-L 207 or ENG-L 249
- World Literatures in English (3 cr.): Choose one from the following list - ENG-L 201, ENG-L 215, ENG-L 216, ENG-L 217, or ENG-L 382
- Senior Capstone Seminar (3 cr.): ENG-L 440

In addition to the listed requirements above, students must take at least 3 electives (9 cr.) within the major and complete the general education requirements for the College of Arts and Sciences.

Total (36 cr.)

Writing Track Requirements (Va)

Select at least 12 courses (36 cr.) above the 100 level, of which at least five must be on the 300-400 level, and no more than 3 courses (9 cr.) may be taken online. Of these 12, there are 9 required courses (27 cr.) for the writing track:

- Grammar and Usage: ENG-G 304 (3 cr.)
- Literary Interpretation: ENG-L 202 (3 cr.)
- Professional Writing: ENG-W 231 or ENG-W280 (3 cr.)
- Writing Fiction: ENG-W 301 (3 cr.)
- Writing Poetry: ENG-W 303 (3 cr.)
- Other Writing Forms: choose one from the following list: ENG-W 302, ENG-W 311 or ENG-W 350 (3 cr.)
- One literature class at the 300-400 level (3 cr.)
- Shakespeare: ENG-L 315 (3 cr.)
- Senior capstone seminar: ENG-L 440 (3 cr.)

In addition to the listed requirements above, students must take at least 3 literature electives (9 cr.) within the major and complete the general education requirements for the College of Arts and Sciences.

Total (36 cr.)

Recommendation

The department recommends that majors considering graduate work in English take elective courses in a variety of periods of English and American literature.

Students who expect to go on to graduate work are advised to take substantial work in at least one foreign language.

We strongly encourage students in the Writing Track to take ENG-W 398, Internship in Writing.

Interdepartmental Major in African American and African Diaspora Studies and English

The Departments of Minority Studies and English offer a thematically integrated major in English and African American and African Diaspora Studies. This interdepartmental major is designed for students who wish to combine substantial African American and African Diaspora Studies with their work in the American and English literature major. (Details are available under the "Department of Minority Studies" section of this bulletin.)

Minors in English

Students must complete the general requirements of the College of Arts and Sciences.

Following are the requirements for the three options for minors.

Literature Option

- Choose one from the following:
  - ENG-L 202 (3 cr.)
  - ENG-L 203 (3 cr.)
  - ENG-L 204 (3 cr.)
  - ENG-L 205 (3 cr.)
- Choose one from the following:
  - ENG-L 211 (3 cr.)
  - ENG-L 212 (3 cr.)
- Choose one from the following:
  - ENG-L 351 (3 cr.)
  - ENG-L 352 (3 cr.)
  - ENG-L 354 (3 cr.)
- Choose two additional 300-level courses in literature (6 cr.)

Total (15 cr.)

Writing Option

- ENG-W 231 (3 cr.)
- Choose one of the following:
  - ENG-W 311 (3 cr.)
  - ENG-W 350 (3 cr.)
- Choose one of the following:
  - ENG-W 301 (3 cr.)

    - ENG-W 303 (3 cr.)
- Choose two literature classes at the 200 level or above (6 cr.)

Total (15 cr.)

Creative Writing Option

- ENG-W 301 (3 cr.)
- ENG-W 303 (3 cr.)
- ENG-W 311 (3 cr.)
- Two literature classes at the 200-level or above (one must be at the 300-level or above)(6 cr.)

Total (15 cr.)

Women's and Gender Studies/English Option

- Required
    - ENG-L 207 Women and Literature (3 cr.) or WGS-W 207 Women and Literature
    - ENG-L 249 Representations of Gender and Sexuality (3 cr.)
    - WGS-W 201 Women in American Culture (3 cr.)
    - WGS-W 401 Topics in Women's and Gender Studies (3 cr.)
- And one of the following (3 cr.):
    - CMLT-C 340 Women in World Literature (3 cr.)
    - ENG-L 235 Gender, Sexuality, and Film (3 cr.)

Total (15 cr.)

Graduate Certificates in English

These 100 percent online, consortial graduate certificates are taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

There are three graduate certificates in English that provide graduate-level instruction in English to students interested in obtaining advanced skills and knowledge in this discipline. Students may complete the requirements for a Graduate Certificate in English in one of three competency areas: literature, language and literature, or composition studies.

Graduate Certificate in Literature (ONLINE)

Students must take one course in each of the numbered requirements.

1. ENG-L 503—Teaching Literature in College
2. ENG-L 553—Studies in Literature
3. Complete one of the following:
   ENG-D 600/ENG-G 655 History of the English Language
   ENG-L 639 English Fiction To 1800
   ENG-L 641 English Literature 1790-1900
   ENG-L 660 Studies In British and American Literature
   ENG-L 681 Genre Studies
4. Certificates Electives (8 credits)
   Complete two additional courses in English Literature (ENG-L 500/600)

Electives may be repeated for credit so long as they are on a different topic.

Graduate Certificate in Language and Literature (ONLINE)

Students must take one course for each of the numbered requirements.

1. ENG-W 509—Introduction to Writing and Literary Studies **or** ENG-W 500— Teaching Composition
2. ENG-L 503—Teaching Literature in College.
3. Complete one of the following:
   ENG-D 600/ENG-G 655 History of the English Language
   ENG-L 639 English Fiction To 1800
   ENG-L 641 English Literature 1790-1900
   ENG-L 660 Studies In British and American Literature
   ENG-L 681 Genre Studies
4. Choose one of the following:
   ENG-W 600 Topics in Rhetoric and Composition
   ENG-W 682 Special Topics in Rhetoric and Composition
   ENG-W 508 Graduate Creative Writing for Teachers
   ENG-W 554 Practicum: Teaching Creative Writing
5. ENG-L500/600—Literature Electives
   Complete one additional course in English Literature (ENG-L 500/600)

Graduate Certificate in Composition Studies (ONLINE)

Course requirements are as follows:

1) Complete one of: ENG-W 509 Introduction to Writing and Literacy Studies, or ENG- W500 Teaching Composition

2) Complete one of: ENG-G 660 Stylistics or ENG-L 646 Readings in Media, Literature, and Culture

3) Complete one of:

ENG-W 510 Computers in Composition
ENG-W 553 Theory and Practice of Exposition
ENG-W 590 Teaching Composition: Theories & Applications
ENG-W 620 Advanced Argumentative Writing

4) Complete one of: ENG-W 501 Practicum on Teaching of Composition or ENG-W 600 Topics in Rhetoric and Composition

5) Complete one of:

ENG-R 546 Rhetoric and Public Culture
ENG-W 600 Topics in Rhetoric and Composition
ENG-W 682 Special Topics in Rhetoric and Composition

Major in English - Master of Arts (M.A.)

Indiana University's 36 credit hour, 100% online, collaborative MA in English meets the Higher Learning Commission's "Instructor Qualification" standard providing community college and dual-credit instructors teaching college-level introductory literature and composition courses with the opportunity for advanced study in the core areas of research and practice essential to successful teaching at the college-level.

The MA has a two-part, "stackable" structure that includes the completion of both a 20-credit graduate certificate

in one of three areas: 1) Literature, 2) Composition, or 3) Language and Literature; as well as the completion of a further 16 credits of master's level coursework that extends students' breadth and depth of knowledge in the field. The stand-alone certificates meet the discipline-specific graduate coursework in literature and composition that the HLC requires, and individuals who already hold a master's degree in another discipline (M.S.Ed. e.g.) will pursue the certificate route. Students who need both the discipline-specific coursework and a master's degree will take the additional coursework required to earn that degree.

Specific areas of focus in the Certificate and MA curriculum include:

· Linguistic structures and history of the English language and English literature;
· 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 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.

Program Learning Outcomes

1) Command of the core principles of writing and literature pedagogy;
2) Deep understanding of the linguistic structure and history of the English language;
3) Command of a wide variety of reading strategies associated with genre and close
reading, and possess the knowledge and tools necessary to teach these skills;
4) Possess analytical and presentation skills developed through the focused study of
literature in a seminar format;
5) Facility with the tools and creativity in the conduct of archival research;
6) An appreciation of current developments, trends and frontiers in the field of Digital
Humanities;
7) The standards for training and expertise required to meet the HLC's standard for "Qualified" instructor

Program Admission Criteria

Admission to the collaborative M.A. in English is a two-tiered process. Students first apply to one of the three online "stackable" graduate certificates (Literature, Literature and Language, and Composition). The certificate application is streamlined and requires a less-specialized dossier.

Admission to the Certificate Programs (Literature, Composition, Language & Literature).

Minimum Academic Qualifications:

· B.A. in English, English Education, or secondary teaching experience in Language and Literature or composition classes;
· 3.0 minimum undergraduate GPA

Required Certificate Application Materials:

· Official transcripts from each undergraduate institution;
· 250-word personal statement explaining background and reasons for entering the program;
· TOEFL score of 550 paper/79 internet required for international students whose first language is not English. This requirement can be waived for students holding a B.A. in English.

Admission to the M.A. Program

Certificate students who wish to pursue the online M.A. in English will have a track record of success in graduate coursework, completed papers and projects, as well as connections with their online instructors, which will provide them with the information and materials they need for the M.A. application.

Minimum Academic Qualifications:

Certificate students will become eligible to apply for admission to the M.A. after they have completed 3 certificate courses with a 3.5 or better GPA.

Required M.A. in English Application Materials:
· Successful completion of at least 3 courses in one of the stackable online graduate certificates (Composition Studies, Literature, or Literature and Language) with a 3.5 or higher GPA.
· 250-word personal statement explaining background and reasons for entering the program;
· Writing Sample (expository)
· Two letters of recommendation

Transfer Credit

Transfer credit, satisfactory academic progress, and dismissal from the certificate program will follow University Graduate School policy as published in University Graduate School Bulletin and Graduate Handbook. Current policy is as follows:

Transfer Credit: With the approval of the steering committee and in accordance with pertinent IU policies, students may transfer in one four- credit course in partial satisfaction of certificate requirements. No course may be transferred from another institution unless the grade is a B or higher.

Satisfactory Academic Progress and Dismissal

A 3.0 GPA is required for good standing. Any semester's work averaging less than a B will result in the student being placed on academic probation. Accumulation of three individual course grades of C (2.0) or lower for graduate credit will result in dismissal of the student from the program. The department evaluates each student's progress toward the degree every year.

Dismissed students must sit out at least one semester. The curriculum committee will read petitions from students seeking re-entry on a rolling basis. The committee will look for evidence that the student has addressed the underlying issues and obstacles to academic success. Petitions must be submitted at least six weeks ahead of the academic term for which the student seeks enrollment.

Degree Structure and Requirements

Students pursuing the collaborative M.A. in English will complete a two-part degree program that includes a 20-credit stand-alone graduate certificate chosen from the following three options, Literature, Language & Literature, or Composition Studies (Part I), and 16 credits of additional master's degree coursework (Part II).

Required courses for the online M.A. in English will run using the ENG subject code and carry 4 credits.

Part I: Completion of one following three Graduate Certificate options (20 credits)

Option #1 Graduate Certificate in Literature

To earn the Graduate Certificate in Literature, students must complete five graduate courses for 20 credits.

Course requirements are as follows**:**

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

Course on the History and Development of the English Language or English Literature

Complete one of:

ENG-D 600/ENG-G655 History of the English Language

ENG L639 English Fiction To 1800

ENG L641 English Literature 1790-1900

ENG L660 Studies In British and American Literature

ENG L681 Genre Studies

Two Electives—any two ENG-L courses (in addition to L503 and L553)

ENG-L class at the 500/600 level

ENG-L class at the 500/600 level

Option #2 Graduate Certificate in Language and Literature

To earn the Graduate Certificate in Language and Literature, students must complete five graduate courses for 20 credits.

Course requirements are as follows:

Introductory Course—Graduate Composition Studies —

Complete one of:

ENG W509 Introduction to Writing and Literacy Studies, **Or**

ENG W500 Teaching Composition

Introductory Course—Teaching Literature at the College Level

ENG L503 Teaching of Literature in College

Course on the History and Development of the English Language or English Literature

Complete one of:

ENG-D 600/ENG-G655 History of the English Language

ENG L639 English Fiction To 1800

ENG L641 English Literature 1790-1900

ENG L660 Studies In British and American Literature

ENG L681 Genre Studies

Writing Pedagogy for College Instructors

Complete one of:

ENG W600 Topics in Rhetoric and Composition

ENG W682 Special Topics in Rhetoric and Composition

ENG W508 Graduate Creative Writing for Teachers

ENG W554 Practicum: Teaching of Creative Writing

Certificate Elective

Complete an additional ENG-L 500/600

Option #3 Graduate Certificate in Composition Studies

To earn the Graduate Certificate in Composition Studies, students must complete five graduate courses for 20 credits.

Course requirements are as follows:

Introductory Course--Graduate Composition Studies —

Complete one of: ENG W509 Introduction to Writing and Literacy Studies, **or**

ENG W500 Teaching Composition

Stylistics

Complete one of: ENG G660 Stylistics

ENG L646 Readings in Media, Literature, and Culture

Applied Writing Pedagogy

Complete one of: ENG W510 Computers in Composition

ENG W553 Theory and Practice of Exposition

ENG W590 Teaching Composition: Theories & Applications

ENG W620 Advanced Argumentative Writing

Writing Pedagogy for College Instructors

Complete one of: ENG W501 Practicum on the Teaching of Composition in College

ENG W600 Topics in Rhetoric and Composition

Rhetoric Seminar or Capstone

Complete one of: ENG R546 Rhetoric and Public Culture

ENG W600 Topics in Rhetoric and Composition

ENG W682 Special Topics in Rhetoric and Composition

Part II: Additional Coursework for the M.A. in English (16 credits)

To earn the Master of Arts in English, students must complete an additional four graduate courses for 16 credits.

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 L506 Introduction to the Methods of Criticism and Research

ENG L646 Readings in Media, Literature, and Culture

ENG R546 Rhetoric and Public Culture

ENG W509 Introduction to Writing and Literacy Studies

ENG G500 Introduction to the English Language

Electives Courses (8 credits)

Complete any two ENG-X 500/600 level courses.

May include by permission only, ENG-W 609 Independent Writing

Geosciences

Phone:(219) 980-6740
Website: http://www.northwest.iu.edu/geosciences/

Geology

Geology is the scientific study of the earth, including its materials and resources, the physical and chemical processes that occur on its surface and in its interior, the development of landforms, and the methods for studying the planet.

The Bachelor of Science in Geology degree provides a rigorous general background in the field of geology and allied disciplines. The degree is designed for students who wish to prepare for graduate school, employment or state certification as a professional geologist. The degree also provides rigorous scientific training for students seeking a career in science education. This degree offers a more extensive requirement in biology, chemistry, mathematics, and physics compared with the Bachelor of Arts in Geology degree and is designed to optimize student opportunities. The degree requires participation in an accredited field camp in geology.

The Bachelor of Arts in Geology provides a general background in the field of geology and requires a diversified liberal arts education in place of some of the allied disciplines. The B.A. is an appropriate choice for students who wish to teach earth sciences at the secondary level and for those who wish to gain a general knowledge of the geosciences and their relationship to other sciences.

Learning Outcomes

1. Student will develop critical and analytical thinking skills
2. Students will be well-prepared in quantitative and qualitative analyses
3. Students will possess a general knowledge of geologic theory and demonstrate its application in solving geological and environmental problems.
4. Students will be able to communicate scientific concepts to scientists and non-scientists.

Major in Geology - B.S.

Requirements Majors complete 40-43 credit hours in geology and 36 credit hours in the allied disciplines

1. Any ***one*** of the following 100-level courses AND laboratory:

- GEOL-G101 Introduction to Earth Science (3 cr.) AND GEOL-G102 Intro to Earth Science Lab (1 cr.)
- GEOL-G110 How the Earth Works (3 cr.) AND GEOL-G120 Intro to Earth Sciences Lab (1 cr.)
- GEOL-G185 Global Environmental Change (3 cr.) AND GEOL-G102 Intro to Earth Science Lab (1 cr.)

2. All of the following:

GEOL-G209 History of the Earth (4 cr.)
GEOL-G221 Minerology(4 cr.)
GEOL-G222 Petrology (4 cr.)
GEOL-G317 Field and Laboratory Techniques (4 cr.)
GEOL-G323 Structural Geology (4 cr.)
GEOL-G334 Principles of Sedimentation and Stratigraphy (4 cr.)
GEOL-G429 Field Geology in the Rocky Mountains (6 cr.) OR other chairperson approved geology field camp (5-6 credits) (fulfills capstone requirement for B.S. in Geology)
GEOL-G490 Undergraduate Seminar (fulfills capstone requirement for B.S. in Geology)

2. Complete ***one*** of the following sequences:

Two 400-level lecture-based geology courses (6-8 credit hours)

OR

One 400-level lecture-based geology course (3-4 credit hours) AND one semester of research or internship fulfilled by one of the following courses:

- GEOL-G407 Senior Science Project (3 cr.)
- GEOL-G408 Senior Science Project (3 cr.)
- GEOL-G460 Internship in Geology (3 cr.)

NOTE: Classes offered through IU Online must be approved by the IU Northwest Chair of Geosciences to count towards the geology major or minor.

3. Allied Courses
Chemistry (10 credits) CHEM C105-CHEM C106, CHEM C125-CHEM C126
Physics (10 credits) PHYS P201, PHYS P202 **OR** PHYS P221, PHYS P222
Mathematics (10 credits) MATH M215, MATH M216
Geography GEOG-G338 (3 credits)
Biology (3 credits)

4. Students must also complete the general requirements of the College of Arts and Sciences.

Honors Track Major in Geology - B.S.

The Honors track recognizes the most accomplished students by an Honors designation on their transcripts. The total number of required credit hours for the Honors designation will not differ from the total number of credit hours for the BS degree in geology.

Students with a cumulative GPA of 3.2 or higher are potential candidates for the Honors track. They also need to do undergraduate Research within either GEOL-G407 Senior Geosciences Projects I and/or GEOL-G 408 Senior Geosciences Projects II, and present their research at the IU Northwest Undergraduate Research Conference, at the Geological Society of America Regional or National meeting, or comparable conferences.

Major in Geology - B.A.

Requirements

Majors complete at least 34-36 credit hours in geology, 11-12 credit hours in the allied disciplines and a minimum of 36 credit hours in courses at the 300-400 level.

1. Any one of the following 100-level courses AND laboratory:

- GEOL-G101 Introduction to Earth Science (3 cr.) AND GEOL-G102 Intro. to Earth Science Lab (1 cr.)
- GEOL-G110 How the Earth Works (3 cr.) and GEOL-G120 Intro. to Earth Science Lab (1 cr.)
- GEOl-G185 Global Environmental Change (3 cr.) AND GEOL-G102 Intro. to Earth Science Lab (1 cr.)

2. All of the following:

- GEOL-G209 History of the Earth (4 cr.)
- GEOL-G221 Minerology (4 cr.)
- GEOL-G222 Petrology (4 cr.)
- GEOL-G317 Field and Laboratory Techniques (4 cr.)
- GEOL-G323 Structural Geology (4 cr.)
- GEOL-G334 Principles of Sedimentology and Stratigraphy (4 cr.)

3. Any two 400-level lecture-based geology courses.

(The following GEOL (geology) courses fulfill the College of Arts & Sciences capstone requirement for the B.A. in Geology: GEOL-G406, GEOL-G413, GEOL-G415, GEOL-G435, GEOL-G451, GEOL-G476, GEOL-G490)

4. Allied Courses (11-12 cr.):
- One college level chemistry course
- MATH-M125 and MATH-M126 (6 cr.) or MATH-M 127 (5 cr.)
- Geography GEOG-G 338 (3 cr.)

5. Students must also complete the general requirements of the College of Arts and Sciences. Including a minimum of 36 credit hours in courses at the 300-400 (junior-senior) level.

Major in Sustainability (B.A. Online)

The IU Online BA in Sustainability Studies prepares students for such careers as sustainability policy consultant, environmental advocate, environmental engineer, natural sciences manager, environmental specialist, sustainability program coordinator, energy manager, ecotourism guide, energy auditor. This consortial program is taught by IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows students to take coursework from several campuses and learn from a wide range of faculty. It provides flexibility to meet degree requirements through multiple modalities. Students can complete this degree by completing courses 100 percent online or through a combination of in-person and online offerings.
All students are responsible for fulfilling the general requirements of the bachelor's degree as established by the College of Arts and Sciences, which include a minimum of 36 hours at the 300-400 level. Completion of the BS in environmental science requires a total of 120 credit hours and a minimum of a 2.0 grade point average.

Learning Outcomes

1. Provides an interdisciplinary framework within which students study the foundations of sustainability and learn how to apply this knowledge to the development and implementation of sustainable values, innovations, practices, and technologies in our homes, communities, and businesses.
2. Emphasizes connections between environment, economy, and society, and builds a group of faculty and students prepared to address the complex socio-environmental issues confronting our local and global communities.
3. Prepares students to leverage sustainability, leadership and innovation to realize career opportunities presented by the green economy.
4. Fosters an ethical sensibility and capacity to deal with complex socio-environmental issues.

Major requirements (42 credit hours) are broken down into the categories below. There are numerous courses within each category to choose from and majors should consult with their academic advisor for current course offerings. Find more information on this collaborative degree at: https://online.iu.edu/degrees/sustainability-studies-bachelor.html

To earn the BA in Sustainability Studies, students must complete 120 overall credit hours, statewide general education, any additional campus and school requirements, and the requirement of the 42-43 credit hour B.A. in Sustainability major, which are as follows:

1. SUST-C 301 Fundamentals of Sustainability Studies **(3 Cr)**
2. Scientific Foundations of Sustainability

Two courses—one chosen from each of the following two lists:

- Introductory level sustainability science course (**3 Cr)** chosen from:
  - BIOL-L 100 Humans and the Biological World
  - GEOG-G 107 Physical Systems of the Environment
  - GEOG-G 108 Physical Systems of the Environment Lab

- GEOG-G 110 Human Geography in a Changing World
- GEOL-G 101 Introduction to Earth Science
- GEOL-G 185 Global Environmental Change

- Two upper-level sustainability science course **(6-7 Cr**) chosen from:
  - GEOL-G 400 Energy: Sources & Needs
  - BIOL-L 333 Environmental Science
  - BIOL-L 325 Ecological Principles
  - GEOL-G 476 Climate Change Science
  - SUST-C 330 Scientific Foundations of Sustainability

3. Two courses in the Social & Behavioral Foundations of Sustainability (**6 Cr**) chosen from:

- AAAD-A#301 Community Planning and Development
- GEOG-G 315 Environmental Conservation
- POLS-Y 308 Urban Politics
- POLS-Y 346 Politics of the Developing World
- SOC-S 308 Global Society
- SUST-C 340 Social and Behavioral Approaches to Sustainability

4. Arts and Humanities and Sustainability (**3 Cr**)

- ENG-L 301 English Literature Survey I
- ENG-L 390 Childrens Literature
- SUST-C 350 Sustainability in the Arts and Humanities

5.1 Methods & Techniques for Sustainability Studies (**6 Cr**)

- SOC-S 261 Research Methods in Sociology
- SOC-S 262 Statistics for Sociology
- ECON-E 270 Introduction to Statistical Theory and Economics and Business
- GEOG-G 338 Geographic Information Systems
- GEOG-G 438 Advanced Geographic Information Systems
- SUST-C 320 Methods and Applications in Sustainability

5.2 Written Communication (**3 Cr**)

- ENG-W 231 Professional Writing Skills
- ENG-W 234 Technical Report Writing
- ENG-W 230 Writing in the Sciences
- ENG-W 250 Writing in Context: VT Writing Nature
- ENGL-W 270 Argumentative Writing

6. Business & Economics of Sustainability (**3 Cr**)

- GEOG-G 314 Urban Geography
- GEOG-G 320 Population Geography
- GEOG-G 369 Geography of Food
- GEOG-G 478 Global Change, Food, and Farming Systems
- PHIL-P 306 Business Ethics
- SUST-C 360 Business and Economics of Sustainability

7. Sustainability Electives **(6 cr)**

Two additional courses selected from the list of eligible courses for requirements 2-6. Electives cannot be used to satisfy other BA Sustainability requirements.

9. Sustainability Capstone: (**3 Cr**)

- SUST-C 490 Sustainability Practicum

Interdepartmental Major in Environmental Science - B.S.

The Environmental Science major is an interdepartmental program that leads to a Bachelor of Science degree in Biology, Chemistry, or Geology, with a major in Environmental Science. It provides a rigorous interdisciplinary background in the natural science segment of the environmental sciences, combined with a significant background in the allied disciplines of physics and mathematics, and coursework in environmental affairs. The Environmental Science major is designed to prepare students for graduate programs or employment as scientists in technical fields associated with the environmental industry and government sector. These disciplines include hydrology, environmental hazard mitigation, waste management, water and air quality issues, ecology, and habitat issues.

All students are responsible for fulfilling the general requirements of the bachelor's degree as established by the College of Arts and Sciences, which include a minimum of 36 hours at the 300-400 level. Completion of the BS in environmental science requires a total of 120 credit hours and a minimum of a 2.0 grade point average. Students fulfill core requirements from the disciplines of geology, biology and chemistry and choose two disciplines for an interdepartmental concentration area. Please consult the individual departments for more information. Students are required to complete a minimum of 40 credit hours in the interdepartmental major with a minimum of 12 credit hours at the 300- or 400-level in each of the two concentration areas. Students are required to complete additional courses in associated areas of study.

Requirements

Complete the general education requirements for the Bachelor of Science degree in the College of Arts and Science. Fulfill the following:

- Geology, Chemistry, and Biology requirements
  - Any **one** of the following 100-level courses AND laboratory:
    - GEOL-G 101 Introduction to Earth Sciences (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
    - GEOl-G110 How the Earth Works (3 cr.) AND GEOL-G102 Intro. to Earth Science Lab (1 cr.)
    - GEOL-G 185 Global Environmental Change (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
  - GEOL-G209 – History of the Earth – Lecture/ Lab (4 cr.)
  - CHEM-C105 – CHEM-C125 Principles of Chemistry I/Experimental Chemistry I (5 cr.)
  - CHEM-C106 – CHEM-C126 Principles of Chemistry II/Experimental Chemistry II (5 cr.)
  - BIOL-L101 – Introduction to Biological Sciences I – Lecture/Lab (4 cr.)

- BIOL-L102 – Intro to Biological Sciences II – Lecture/Lab (4 cr.)

- Public and Environmental Affairs allied environment requirement. Coursework selections must be approved by the student's Faculty Advisor.
  - Select one of the following
    - SPEA E272 Intro to Environmental Science (3 cr.)
    - SPEA E400 (Topics in Environmental Studies) (3 cr.)

- Complete a combined total of 40 credit hours from ***two*** scientific disciplines in the major. The 40 credit hour concentration need not be equally divided between the two disciplines. Each of the two areas should include a minimum of 12 credit hours of 300- 400-level coursework. Geography GEOG-G315, and GEOG-G338 may be used in fullfillment of this requirement.Coursework selections must be approved by the student's Faculty Advisor. Coursework completed in the students' chosen disciplines from 2. above (Geology, Chemistry, and Biology requirements) count toward the total credit hours.
- Allied Sciences (8-15 credit hours) - Choose two of the following:
  - - MATH-M215 – Calculus I (5 cr.)
    - K300 – Statistics (3 cr.)
    - PHYS-P201 and PHYS-P202 – Algebra-based Physics I (5 cr.)
    - PHYS-P221 and PHYS-P222 – Calculus-based Physics II (5 cr.)

- Senior Seminar *(capstone)* (integration of Biology/ Chemistry/Geology into environmental topics of current importance) (1 cr.) – GEOL-G490/BIOL-L403/CHEM-C301

Electives

The following list is designed to provide students with guidance in course selection. Students should speak to their advisors to choose elective courses that best meet their educational goals.

- Any coursework from Biology, Chemistry, and Geology that was not used to satisfy major requirements.
  - MATH-M216 – Calculus II (5 cr.)
  - SPEA H316 – Environmental Health (3 cr.)
  - SPEA E400/V450 – Environmental Planning (3 cr.)

Minors in Geology and Earth Science

A minor in geology offers students majoring in other disciplines a solid background in the geological sciences. It should prove especially useful for students seeking careers with interdisciplinary emphasis (e.g., chemistry, biology, the environmental sciences). The earth science minor is designed to provide students planning careers involving the management of resources with sufficient background to understand basic geological principles and their relationships to human activities on earth.

Earth Science Minor (15 cr.)

1. Any one of the following 100-level courses AND laboratory:
   - GEOL-G 101 Introduction to Earth Sciences (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
   - GEOl-G110 How the Earth Works (3 cr.) AND GEOL-G102 Intro. to Earth Science Lab (1 cr.)
   - GEOL-G 107 Environmental Geology (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)

2. GEOL-G 209 History of the Earth (4 cr.)

3. Additional coursework must consist of at least two 200-400 level geology (GEOL) and/or geography (GEOG) courses. Course selections must be coordinated with and approved by the IU Northwest Chair. Field trip courses (e.g. GEOL G220/ G420) cannot be used to satisfy the upper-level course requirements.

Geology Minor (15 cr.)

1. Any **one** of the following 100-level courses AND laboratory:
   - GEOL-G 101 Introduction to Earth Sciences (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
   - GEOl-G110 How the Earth Works (3 cr.) AND GEOL-G102 Intro. to Earth Science Lab (1 cr.)
   - GEOL-G 107 Environmental Geology (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)

2. GEOL-G 209 History of the Earth (4 cr.)

3. Additional coursework must consist of at least two 200-400 level geology (GEOL) courses. Course selections must be coordinated with and approved by the IU Northwest Chair. Field trip courses (e.g. GEOL G220/G420) cannot be used to satisfy the upper-level course requirements.

About Geography

No major is offered in geography at IU Northwest.

The program in geography is designed to serve the following purposes:

- Contribute to the development of an informed citizenry
- Provide specific skills and knowledge of the discipline for those who plan to pursue careers in
  - Teaching geography, social studies, and/or earth science
  - Geospatial Technologies, Geographic Information Sytems (GIS), Cartography, Aerial Photography and Remote Sensing
  - Urban and/or regional planning

- Provide the background for graduate study

History, Philosophy, Political Science, and Religious Studies

Phone: (219) 980-6655
Website: https://northwest.iu.edu/hist-phil-rel-pols/

About History

The Department of History offers students a wide range of courses in American, European, and Asian history, along with other courses in non-Western history and historiography. The department also cross-lists courses

with Minority Studies and Women's and Gender Studies. The goals of the department are to teach analysis of texts, research skills, and critical thinking, along with the local, national, and global interconnectedness of historical events.

History Honors Program

Superior students are encouraged to pursue independent study and research through reading for honors courses at the junior and senior levels. Students with a grade point average of 3.4 in courses in history may write an honors thesis in their senior year with the consent of the department. Proposals should be submitted to the chairperson in the semester before the thesis is to be undertaken. Further information about advanced placement and the honors program may be obtained from the Department of History, Philosophy, Political Science, and Religious Studies.

The Paul J. Urcan Memorial Prize Award Each year, a committee of departmental faculty selects a student, usually a graduating senior, who has done outstanding work in history to be awarded the Paul J. Urcan Memorial Prize.

Rhiman A. and Brenda Rotz Memorial Scholarship Each year, junior and senior students may submit a proposal for the scholarship, according to department guidelines. A committee of department faculty chooses the recipient.

Major in History

Learning Outcomes

Content: Demonstrate knowledge of at least three geographic regions of the world in both modern and pre-modern time periods. This will include historical geography, historical actors, events of significance, and social movements with emphasis on exploring historical themes that span multiple places and periods.

Interpretation of History: Formulate historical interpretations that effectively make use of such interpretive tools as historical context, historiography, multiple perspectives, as well as continuity and change over time

Requirements

- HIST-H 105 (3 cr.)
- HIST-H 106 (3 cr.)
- HIST-H 113 (3 cr.)
- HIST-H 114 (3 cr.)
- HIST-H 215 Proseminar in History, taken before the capstone course
- History courses numbered 200-499 (18 cr.), including
  - 2 courses in United States history [HIST A] (6 cr.)
  - 2 courses in European history (from the Middle Ages to the present) [HIST B] (6 cr.)
  - 2 courses in other areas or topics in history (e.g., ancient, non-European, non-U.S.) [HIST C,D,F,G, or T] (6 cr.)
- HIST-J 495 Proseminar in History to fulfill capstone requirement
- The Department of History accepts any Latino studies courses with history designations toward the B.A. in history. Additionally, we will accept one CHRI number taken by students toward an A.A. in Latino studies and apply it to the B.A. in history toward completion of the required 24 credits of history courses at the 200 level and above.

Major in History-B.A. (ONLINE)

Learning Outcomes

1. Demonstrate a breadth of knowledge of both Western and Global regions in both modern and pre-modern time periods. This will include historical geography, historical actors, events of significance, and social movements with emphasis on exploring historical themes that span multiple places and periods.
2. Formulate historical interpretations that effectively make use of such interpretive tools as historical context, historiography, multiple perspectives, as well as continuity and change over time.
3. Demonstrate an understanding of diverse human cultures by describing cultural variation within and between nations. Perceptions of diversity may be expressed through a variety of factors such as race, gender, age, sexuality, language, religion, ethnicity, class, region, or beliefs and values about politics, nationality, economy, and social organization.
4. Produce work that exhibits critical thinking through the creation of theses, the synthesis and analysis of primary and secondary evidence, coherent paragraphs, smooth transitions, and the logical sequence of ideas.
5. Search and retrieve relevant primary and secondary historical sources from a variety of repositories such as libraries, archives, museums, digital archives, etc, and use historical methods to analyze the data produced.
6. Integrate and synthesize primary and secondary sources to craft historical interpretations, narratives, and arguments.

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 (6cr) to be chosen from:
a) HIST-H 105 American History I and HIST-H 106 American History II;
b) HIST-H 108 Perspectives on the World to 1800 and HIST-H 109 Perspectives on the World 1800 to Present;
c) HIST-H 113 History of Western Civilization I and HIST-H 114 History of Western Civilization II.
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
HIST-E 100 Introduction to African History
HIST-F 100 (Issues in Latin America)
HIST-G 100 (Issues in Asian History)

HIST-H 101 The World in the Twentieth Century
HIST-H 105 (US to 1865)
HIST-H 106 (Us from 1865)
HIST-H 108 Perspectives on the World to 1800
HIST-H 109 Perspectives on the World since 1800
HIST-H 113 History of Western Civilization I
HIST-H 114 History of Western Civilization II
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

Minor in History Requirements

- Take one of the following:
  - HIST H105 American History I (3 cr.)
  - HIST H106 American History II (3 cr.)
  - HIST H113 World Civilization I (3 cr.)
  - HIST H114 World Civilization II (3 cr.)
- 4 courses at the 200-400 level from 2 different fields (American, European, non-Western, including at least 2 300-400 level courses) (12 cr.)

Graduate Certificate in History (ONLINE)

The IU Online Graduate Certificate in History provides graduate-level instruction in the field of history.

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.

Develop skills including:

- 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.

To earn the GC History, students must complete 18 credits of graduate History courses including the T590 Research Seminar in History.

I. Graduate U.S. History courses (15 cr)

Students complete five courses selected from the following list of six:

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)

II. History GC Capstone (3 cr)

Students complete:
HIST-T 590 Research Seminar in History (3 cr)

M.A. in History (ONLINE)

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.

Gain graduate-level historical knowledge, critical thinking skills, and techniques for clear and persuasive writing. 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

Program Learning Outcomes

1. Effective oral and written historical communication skills
• Apply historical methods
• Identify and describe broader historical context beyond one geographical region
• Explain historiographic trends
• Connect historical events/issues to contemporary situations

2. Ability to perform research
• Locate and identify primary source material (written, visual, material culture,
artistic, oral, photographic, video, digital)
• Locate and identify secondary source material
• Employ appropriate academic style and citations

3. Ability to construct original historical arguments
• Assess validity of historical sources
• Analyze historical sources to develop and support an argument
• Produce article-length original research papers and projects

4. Develop competencies in digital and public history
• Evaluate, develop, and use digital tools for historical research and presentation
• Employ the methods and theories of digital and public 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

2. Digital and Public History (3 Cr)

Complete: HIST-T 570 Digital and Public History

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

HIST-T 530 Early America, 1400-1800

HIST-T 540 The Long 19thCentury, 1800-1917

HIST-T 550 Modern United States, 1917-Present

HIST-T 560 US and the World –Comparative History

Option Two: World History (complete 4 of 5)

HIST-T531 European History

HIST-T541 Latin American History

HIST-T551 Asian History

HIST-T 561 African History (in development)

HIST-T571 World History

Students in the World History major may repeat any one of the major courses once for credit provided the repeated course has a different topic. 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

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.
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. 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.

M.A.T. in History (Online)

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.

Program Learning Outcomes

Upon completion of the History component of the Master of Arts for Teachers in History, graduates will be able to -

1. Model effective oral and written historical communication skills by applying historical methods, identifying and describing historical contexts, explaining historiographic trends, connecting historical events/issues in contemporary situations, and employing appropriate academic style and citation.
2. Use a variety of digital tools for historical research to perform research, locate and identify primary and secondary source material (written, visual, material culture, artistic, oral, photographic, video, digital).
3. Assess the validity and analyze the significance of historical sources to develop and support historical arguments.
4. Select sources, prepares lessons, and align distinct teaching methods to learning outcomes in order to provide effective History instruction at the College level.

Upon completion of the Education component of the Master of Arts for Teachers in History, graduates will be able to—

1. Engage in the development of rigorous curriculum planning and design;
2. Promote college-level studies skills and habits of mind;
3. Use assessment data to inform college-level instructional practices;
4. Prepare dual-credit students for success in college-level assessments;
5. Conduct research to improve dual-credit instruction.

MAT 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 --History Component (identical to the GC 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. MAT History—Education Component (12 cr)

Complete the following four School of Education graduate classes:
1) EDUC-H 520 Education and Social Issues
2) EDUC-J 500 Instruction in the Context of Curriculum
3) EDUC-P 507 Assessment in Schools
4) EDUC-Y 520 Strategies for Educational Inquiry

About Philosophy and Religious Studies

The curriculum of the philosophy program is designed to contribute to the intellectual training of all undergraduates and to acquaint them with some of the most important developments in the history of ideas. Courses in the program emphasize clear and cogent thinking about fundamental problems, locate the origins of these problems in the writings of the great philosophers, and provide in-depth examinations of proposed solutions. The department also offers courses in ethics designed for business and medical students.

Learning Outcomes

- Demonstrate the ability to reason ethically and apply ethical principles when making decisions.
- Demonstrate an awareness of the responsibilities and roles of being a citizen and strategies for being involved in a democratic society.

Major in Philosophy

Requirements

A minimum of 30 credit hours in philosophy. No more than 9 credit hours at the 100 level may be included. Three courses from the sequence in the history of philosophy: PHIL-P 201, PHIL-P 211, PHIL-P 301, PHIL-P 304. One course in logic and one course above the 100 level in each of the following four areas: (1) ethics, (2) metaphysics or epistemology, (3) twentieth-century philosophy, and (4) either PHIL-P 383 or PHIL-P 490 to fulfill the capstone requirement. Students must also complete the general requirements of the College of Arts and Sciences.

Minor in Philosophy

Requirements

PHIL-P 100; one course in logic (PHIL-P 150); one course in ethics or social and political philosophy (e.g., PHIL-P 140 or PHIL-P 343); one course at 200 level or above; one elective 3 credit hour course in philosophy.

Political Science

About the Political Science Program

The Political Science program offers an opportunity for the systematic study of political institutions and processes leading to a degree in political science. Courses are offered in the following areas of study:

- Political theory and philosophy
- American political institutions and processes
- International relations and foreign policy
- Comparative politics

Special features of the department's program include opportunities for field research, internships in governmental agencies, and a senior seminar for all political science majors.

A degree in political science is a liberal arts degree, and as such prepares students to assume the duties of citizenship; provides special knowledge and skills useful in public service, law, business, and other careers; and lays a foundation for the scholarly study of government and politics. Prospective political science students and majors are invited to discuss their interests with any member of the political science faculty.

Learning Outcomes

- Demonstrate the ability to reason ethically and apply ethical principles when making decisions.
- Demonstrate an understanding of structures and processes of American government commensurate with citizenship duties and an effective civil society.
- Demonstrate a high degree of familiarity with a broad range of political systems.
- Demonstrate effective written and communication skills.

Major in Political Science - B.A. Requirements

In addition to meeting the College of Arts and Sciences' requirements for all B.A. degrees, political science majors must take 36 credit hours in political science, choosing their classes from the following groups.

Core courses (9 cr.).

- POLS-Y 103 Introduction to American Government
- POLS-Y 395 Quantitative Political Analysis
- POLS-Y 490 Senior Seminar in Political Science (independent study)

American institutions and processes (9 cr.)

- POLS-Y 200 Contemporary Political Topics
- POLS-Y 205 Analyzing Politics
- POLS-Y 304 Constitutional Law
- POLS-Y 318 The American Presidency
- POLS-Y 319 U.S Congress
- POLS-Y 401 Topics Course

International relations and comparative politics (9 cr.)

- POLS-Y 335 Comparative Politics - Europe
- POLS-Y 360 U.S Foreign Policy

- POLS-Y 362 International Politics of Selected Regions -Latin America
- POLS-Y 366 Current Foreign Policy Problems
- POLS-Y 372 International Relations
- POLS-Y 373 Politics of Terrorism

Political theory and philosophy (9 cr.)

- POLS-Y 381 Classical Political Philosophy
- POLS-Y 382 Modern Political Philosophy
- POLS-Y 384 Development of American Political thought II

Recommended: In addition to meeting departmental and general requirements, the political science department strongly suggests that political science majors take supporting courses in economics and history, especially American History.

Major in Political Science Pre-Law Track - B.A.

In addition to meeting the College of Arts and Sciences' requirements for all B.A. degrees, political science pre-law track majors must take 33 credit hours, as outlined below.

Core courses (12 cr.)

• POLS Y103 Introduction to American Government
• POLS Y304 Constitutlonal Law
• POLS Y395 Quantitative Political Analysis
• POLS Y490Senior Seminar (as an Independent Study)

American Institutions and processes (6 cr.)

• POLS Y318 The American Presidency
• POLS Y319 U.S. Congress

International relations and comparative politics (6 cr.)

• POLS Y360 U.S. Foreign Policy
• POLS Y372 Internatlonal Relations

Political theory and philosophy (9 cr.)

• POLS Y381 Classical Political Philosophy
• POLS Y382 Modern Political Philosophy
• POLS Y384 Development of American Political Thought II

Addltional Requirements - Group VB:

Phil P150 Elementary Logic (counts toward Group Ill C)

Recommended: In addition to meeting department and general requirements, the political science department strongly suggests that political science pre-law track majors take supporting courses In economics and history, especially American history.

Minor in Political Science Requirements

- POLS-Y 103 Introduction to American Government
- POLS-Y 318 U.S. Presidency
- POLS-Y 319 U.S. Congress
- POLS-Y 372 International Relations
- POLS-Y 360 U.S. Foreign Policy
- One Course in Political Theory (Y381, Y382, or Y384)

Total: 18 credits

Minor in Foundations of Law

Requirements

- POLS-Y 103 Introduction to American Government
- POLS-Y 304 Constitutional Law
- POLS-Y 381 Classical Philosophy
- POLS-Y 382 Modern Philosophy
- POLS-Y 384 American Political Thought
- PHIL-P 150 Elementary Logic

The university provides prelaw counseling for interested students. Contact the prelaw advisor at (219) 980-6841 or (219) 980-6636.

Graduate Certificate in Political Science

The IU Graduate Certificate in Political Science provides graduate coursework in political science to prepare you to be a dual-credit instructor at the high school and community college levels.

As a student in the GC Political Science, you study major political figures, philosophies, and movements throughout history in order to understand the political events of today. You will 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
Graduate Certificate in Political Science Requirements (18 cr)

Students complete one enrollment in each of the following six classes:
1) POLS-P 570 Introduction to the Study of Politics
2) POLS-Y 580 Research Methods in Political Science **OR** POLS-Y 524 Research Methods for Public Affairs **OR**
2) STAT-S 512 Statistical Learning and Data Analysis **OR** STAT-S 520 Introduction to Statistics
3) POLS-Y 675 Political Philosophy
4) POLS-Y 567 Public Opinion: Approaches and Issues **OR** POLS-Y 575 Data Analysis for Political Science
5) POLS-Y 661 American Politics
6) POLS-Y 657 Comparative Politics **OR** POLS-Y 757 Comparative Politics

M.A.T. in Political Science (ONLINE)

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

Program Learning outcomes
Graduate Political Science Component Upon completion of the Master of Arts for Teachers in Political Science, students will be able to:
1. Explain the role of political science within the social sciences, the various methods used to build the body of knowledge in political science, and the practical application of this knowledge to our political environment.
2. Understand, evaluate and conduct empirical social science research through literature review and the application of tools and strategies for collecting and shaping public opinion, including polling, focus groups, and advertising.
3. Interpret, analyze, and trace the influence of major theories and themes in American political thought.
4. Isolate and analyze factors that shape the political attitudes, beliefs and preferences on individuals and groups and map their impacts on political behavior and decision-making.
5. Students will be able to evaluate and analyze the institutions, processes, and behaviors associated with American politics.
6. Situate and analyze American political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.
Graduate Education Component Upon Completion of the Education Component of the Master of Arts for Teachers in Political Science, graduates will be able to:
1. Teach introductory college-level classes that prepare students for future academic success;
2. Engage in the development of rigorous curriculum planning and design;
3. Promote college-level studies skills and habits of mind;
4. Use assessment data to inform college-level instructional practices;
5. Prepare dual-credit students for success in college-level assessments;
6. Conduct research to improve dual-credit instruction.

MAT Requirements

To earn the MAT in Political Science, you must complete 30 credit hours.

Requirements are broken down as follows:

• Core Political Science courses (18 cr)
• Education Component (12 cr)

I. Political Science Component (18 cr)

Students complete one enrollment in each of the following six classes:

1) POLS-P 570 Introduction to the Study of Politics 1
2) POLS-Y 580 Research Methods in Political Science **OR** POLS-Y 524 Research Methods for Public Affairs **OR** 2) STAT-S 512 Statistical Learning and Data Analysis **OR** STAT-S 520 Introduction to Statistics
4) POLS-Y 675 Political Philosophy
5) POLS-Y 567 Public Opinion: Approaches and Issues **OR** POLS-Y 575 Data Analysis for Political Science
6) POLS-Y 661 American Politics
7) POLS-Y 657 Comparative Politics **OR** POLS-Y 757 Comparative Politics

II. MAT Political Science—Education Component (12 cr)

To fulfill the Education Component of the MAT in Biology, students complete one enrollment in each of the following four classes:
1) EDUC-H 520 Social Issues in Education
2) EDUC-J 500 Instruction in the Context of Curriculum
3) EDUC-P 507 Assessment in Schools
4) EDUC-Y 520 Strategies for Educational Inquiry

M.A. in Political Science (ONLINE)

The IU Online Master of Arts in Political Science offers instruction in the approaches and methods political scientists use to analyze and explain political institutions and behavior.

Read, interpret, and evaluate literature in the political science discipline. 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. Trace the influence of major theories and themes in political thought, and conduct empirical social science research.

Tailor your degree to your professional interests by choosing one of two tracks:

- World politics
- American politics

Your IU Online MA in Political Science may 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 .

Program Learning Outcomes

1. Explain the role of political science within the social sciences, the various methods used to build the body of knowledge in political science, and the practical application of this knowledge to our political environment.
2. Understand, evaluate and conduct empirical social science research through literature review and the application of tools and strategies for collecting and shaping public opinion, including polling, focus groups, and advertising.
3. Interpret, analyze, and trace the influence of major theories and themes in American political thought.
4. Isolate and analyze factors that shape the political attitudes, beliefs and preferences on individuals and groups and map their impacts on political behavior and decision-making.
5. Students will be able to evaluate and analyze the institutions, processes, and behaviors associated with American politics.
6. Situate and analyze American political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.

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 (six courses/18 credits)

1. POLS-P 570#Introduction to the Study of Politics#(3 credits)
2. POLS-Y#575#Political#Data Analysis#1 (3 credits)
3. One of the following methods courses: (3 credits)

- POLS-Y 580#Research Methods in Political Science
- POLS-Y 524 Research Methods for Public Affairs
- STAT-S 512 Statistical Learning and Data Analysis
- STAT-S 520 Introduction to Statistics

4. POLS-Y 529#National Political Institutions#(3 credits)

5. One of the following comparative politics courses (3 credits)

- POLS-Y 657#Comparative Politics#**OR**
- POLS-Y 757 Comparative Politics

6. Capstone (3 credits)

- POLS-Y 600 Capstone in Political Science

Track Courses (four courses/12 credits)

Complete one of the following tracks:

American Politics

1. POLS-Y 675#Political Philosophy#(3 credits)
2. POLS-Y 567#Public Opinion: Approaches and Issues#(3 credits)
3. POLS-Y 661#American Politics (3 credits)
4. One additional course selected from the World Politics track **OR** a second enrollment in POLS-Y 661 with a different topic (3 credits).

World Politics

1. POLS-Y 669#International Relations (3 credits)
2. Comparative Politics (3 credits)
   - POLS-Y 657#Comparative Politics#**OR** POLS-Y 757 Comparative Politics
3. POLS-Y 530#Globalization and International Political Economy (3 credits)
4. POLS-Y#508#Topics in World Politics (topics vary) (3 credits)

For more information see Political Science, MA: Online Degrees: Online Degree Programs: Indiana University (iu.edu).

Minor in Medical Humanities

The cross-disciplinary minor in Medical Humanities provides an introduction to the social, historical, cultural, and ethical contexts of medicine to understand its shifting role and changing definitions. This minor introduces students to the cultural history of the medical profession, the variant perspectives of patients, the role that systems and states have played in the development and practice of medicine, and the representations of medicine in art. It is ideal for medical professionals seeking to expand their understanding of the values of their field and improve their interactions with patients.

Core courses (6 credit hours)

MHHS M301 *Perspectives on Health, Disease and Healing***MHHS M495** *Independent Project/ Seminar in MHHS* (Capstone)

Elective courses (9 credit hours)

HIST H303 History of Disability
PHIL P393 Biomedical Ethics
ENG L201 Special Studies in Literature
SOC S431 Disability, Stigma, and Society
FINA A346 Art and the Culture Wars
BIOL L300 Social Implications of Biology
SPEA H342 Community Health Education
SPEA H416 Environmental Health Policy
SPEA H455 Topics in Public Health

15 cr. hr.

Mathematics and Actuarial Science

Phone: (219)980-6590
Website: http://www.northwest.iu.edu/math/

About the Department

The Department of Mathematics serves students interested in one or more of the following:

- Applications of mathematics to the sciences, business, public and environmental affairs, actuarial science, etc.
- Mathematics teaching at any level
- Graduate study in mathematics
- Mathematical research

Learning Outcomes

Goal 1. Use mathematical models such as formulas, graphs, and tables to draw inferences.

Goal 2. Represent mathematical information symbolically, visually, numerically, and verbally.

Goal 3. Use arithmetic, algebraic, geometric, logical, and / or statistical methods to model and solve real world problems.

Students in college-level mathematics courses are generally assumed to have completed two years of high school algebra. All newly enrolled students should take the mathematics placement test to determine their skill level and mathematics class they could enroll in.

Placement testing and counseling are available through the Office of Admissions.

The order in which courses should be taken is shown in the tree diagram which is available at http://www.northwest.iu.edu/math/classes/flow-chart.htm.

- MATH-A 100 and MATH-M 117. For students who lack the background in algebra for freshman-level college mathematics.
- MATH-M 100. Terminal course for students in the humanities and the Allied Health sciences. Fulfills the Group I mathematics requirement in the College of Arts and Sciences.
- MATH-M 118, MATH-M 119. May be taken in either order. Primarily for majors in business and the social sciences.
- MATH-M 125-MATH-M 126, MATH-M 127. Preparation for calculus. Need not be taken by students with a strong background in algebra (including analytic geometry and logarithms) and trigonometry may be taken concurrently.
- MATH-M 215 Calculus. Intended for students majoring in mathematics and the sciences. Recommended as a strong elective in mathematics for others.

In addition to mathematics courses, all majors are strongly encouraged to study another discipline, in depth, which uses mathematics. Courses in physics, chemistry, computer science, and business are recommended. Students must also complete the general requirement of the College of Arts and Sciences.

Mathematics introductory courses include

- MATH-A 100
- MATH-M 117

Courses for nonmajors include

- MATH-M 015
- MATH-M 100
- MATH-M 110
- MATH-M 111
- MATH-M 118
- MATH-M 119
- MATH-M 125
- MATH-M 126
- MATH-M 127
- MATH-K 200
- MATH-K 300
- MATH-T 101
- MATH-T 102
- MATH-T 103
- MATH-T 490

Major in Mathematics - B.A.
Requirements (30-32 cr.)

- **Required core courses (29 cr.)**
  - MATH-M 215 (5 cr.)
  - MATH-M 216 (5 cr.)
  - MATH-M 301 (3 cr.)
  - MATH-M 311 (4 cr.) should be taken as soon as possible after completion of MATH-M 216
  - MATH-M 360 (3 cr.)
  - MATH-M 393 (3 cr.)
  - MATH-M 403 (3 cr.)
  - Select one of the following
    - MATH-M 413 (3 cr.)
    - MATH-M 366 (3 cr.)
- **Senior Thesis in Mathematics (1-3 cr.):**
  - MATH-M 493 (1-3 cr.) (a capstone course)
- Students must also complete the general requirements for the College of Arts and Sciences for the Bachelor of Arts degree

Total (30-32 cr.)

Major in Mathematics - B.S.
Requirements (42-44 cr.)

- **(1) Required core courses** (23 cr.)
  - MATH-M 215 (5 cr.)
  - MATH-M 216 (5 cr.)
  - MATH-M 301 (3 cr.)
  - MATH-M 311 (4 cr.)
  - MATH-M 360 (3 cr.)
  - MATH-M 391 (3 cr.)
- **(2) Applications** (12 cr.)
  - at least four additional 300 or 400 level mathematics courses not used for 1, 3, or 4.
- **(3) Senior Concentration** (6 cr.)
  - Select 2 courses from the following
    - MATH-M 366 (3 cr.)
    - MATH-M 403 (3 cr.)
    - MATH-M 405 (3 cr.)
    - MATH-M 413 (3 cr.)
- **(4) Senior Thesis in Mathematics:** (1-3 cr.)
  - MATH-M 493 (1-3 cr.) (a capstone course)

Requirements for the minor (15-20 cr.)

- **Arts and Sciences Option**
  - Mathematics majors are required to augment their academic program with a minor (minimum 15 credit hours) in another discipline. The student in consultation with a faculty advisor selects the minor area.
- **Secondary Education Option**
  - For students graduating with both, Secondary Education with major in mathematics and Bachelor of Science in mathematics, the minor requirement is waived.

Consult the Department of Mathematics and Actuarial Science Department or the appropriate department for details.

Major in Actuarial Science - B.S. Requirements (67-70 cr.)

- **Mathematics** core courses (23 cr.)
  - MATH-M 215 (5 cr.)
  - MATH-M 216 (5 cr.)
  - MATH-M 301 (3 cr.)
  - MATH-M 311 (4 cr.)
  - MATH-M 360 (3 cr.)
  - MATH-M 366 (3 cr.)
- **Actuarial Science** core courses (7-9 cr.) (One of these will be a capstone course)
  - MATH-M 320 (3 cr.)
  - MATH-M 325 (1-3 cr.)
  - MATH-M 485 (3 cr.)
- **Computer Science** core courses (7-8 cr.) (Select one of the following):
  - Option1
    - CSCI-C 201 (4 cr.)
    - CSCI-C 307 (3 cr.)
  - Option 2
    - CSCI-A 201 (4 cr.)
    - CSCI-A 302 (4 cr.)
- **Economics and Business** core courses (21 cr.)
  - ECON-E 201 (3 cr.)
  - ECON-E 202 (3 cr.)
  - BUS-A 201 (3 cr.)
  - BUS-A 202 (3 cr.)
  - ECON-E 270 (3 cr.)
  - BUS-F 301 (3 cr.)
  - BUS-F 420 (3 cr.)
- **Technical Electives** (9 cr.) three courses not used for Computer Science core from:
  - **Mathematics**
    - MATH-M 312 (3 cr.)
    - MATH-M 325 (MATH-M 325 serves as a technical elective only when taken a second time in a different subject) (1-3 cr.)
    - MATH-M 343 (3 cr.)
    - MATH-M 371 (3 cr.)
    - MATH-M 447 (3 cr.)
    - MATH-M 448 (3 cr.)
    - MATH-M 451 (3 cr.)
    - MATH-M 469 (3 cr.)
  - **Computer science**
    - CSCI-C 203 (4 cr.)
    - CSCI-C 320 (3 cr.)
    - CSCI-C 343 (4 cr.)
    - CSCI-C 390 (1-3 cr.)
    - CSCI-C 340 (3 cr.)
    - The following serve as technical electives when not used as (3) Computer Science core courses.
      - CSCI-A 201 4 cr.)
      - CSCI-A 302 (3 cr.)
      - CSCI-C 201 (4 cr.)
      - CSCI-C 307 (3 cr.)
  - **Business**
    - BUS-L 201 (3 cr.)
    - BUS-N 300 (3 cr.)
    - BUS-P 301 (3 cr.)
    - BUS-M 301 (3 cr.)
    - BUS-M 303 (3 cr.)
    - BUS-A 311 (3 cr.)
    - BUS-A 312 (3 cr.)
    - BUS-A 322 (3 cr.)
    - BUS-A 325 (3 cr.)
    - BUS-A 328 (3 cr.)
    - BUS-A 424 (3 cr.)
  - Students must also complete the general requirements of the College of Arts and Sciences for the Bachelor of Science degree.
- Total (67-70 cr.)

  For details concerning exact requirements, please consult the Department of Mathematics and Actuarial Science.

B.S. in Actuarial Science (ONLINE)

The IU Online BS in Actuarial Science offers instruction in mathematics, actuarial mathematics, probability and statistics, finance, statistical modeling, data analysis, and software application.

Study the key concepts of insurance, risk management, and interest theory. Solve conceptual and computational problems. Learn to price-risk to determine premiums, analyze data, determine suitable models and parameter values, and provide measures of confidence. Calculate present and accumulated values for various streams of cash flow.

The learning outcomes for this BS align with actuarial science core competencies as outlined by professional organizations such as the Society of Actuaries and the American Academy of Actuaries. This program prepares you for success in the first two professional exams in actuarial science and provides the foundation for subsequent exams.

Your IU Online BS in Actuarial Science prepares you for such careers as:

- Actuary
- Insurance analyst
- Market research analyst
- Management analyst
- Financial manager/analyst
- Actuarial consultant

Learning Outcomes

1. Knowledge in Basic Mathematics: Students will utilize tools from multivariate calculus to answer conceptual and computational problems related to probability and statistics.
2. Knowledge in Basic Actuarial Mathematics: Students will be able to explain basic terms and concepts in actuarial mathematics, such as basic knowledge of insurance, risk management, and interest theor
3. Application of Probability/Statistics in Actuarial Science: Students will be able to employ fundamental probability tools for quantitatively assessing risk and solving actuarial problems.
4. Knowledge in Mathematical Finance: Students will use the fundamental concepts of financial mathematics to demonstrate the ability to calculate present and accumulated values for various streams of cash flow as a basis for future use in reserving, valuation, pricing, asset/liability management, invest income, capital budgeting, and valuing contingent cash flows.
5. Mathematical Statistical Modeling: Students will use mathematical-finance modeling in solving business problems in a variety of fields, including insurance, finance, investment, and other businesses.
6. Data Analysis: Students will analyze data from applications in a business context, determine a suitable model including parameter values, and provide measures of confidence for decisions based upon the model.
7. Software Application: Students will demonstrate proficiency with programming in a standard statistical package, such as SAS or R.

IU Collaborative B.S. Actuarial degree requirements

To earn the B.S. in Actuarial Studies, students must complete the standard campus-and school-specific degree requirements, including the general education of their campus of enrollment, and the 77 hours required for the B.S. in Actuarial Studies.

The IU Online collaborative B.S. in Actuarial Studies requires 77 credits overall. Students must complete the indicated number of credits form each of the five degree components listed below:

- Mathematics (31 credit hours)
- Actuarial Science (9 credit hours)
- Programming/Computer Science (6 credit hours)
- Business and Economics (15 credit hours)
- Upper- level Actuarial Science which will double-count towards a M.S. in Actuarial Science (15 credit hours)

I. Mathematics Core Courses (31 credits)

1. MATH-M 215 Calculus I (5 credits)
2. MATH-M 216 Calculus II (5 credits)
3. MATH-M 301 Linear Algebra and Applications **OR** MATH-M 303 Linear Algebra (3 credits)
4. MATH-M 311 Calculus III (3 credits)
5. MATH-M 313 Elementary Differential Equations with Applications **OR** MATH-M 343 Differential Equations (3 credits)
6. MATH-M 447 Mathematical Modeling and Application I (3 credits)
7. MATH-M 448 Mathematical Modeling and Application II (3 credits)
8. Complete one of the following two course/6 credit hour probability and statistics sequences:

- MATH-M 360 Elements of Probability **and** MATH-M 366 Elements of Statistical Inference*****

OR

- MATH-M 463 Probability (3 credits) **and** MATH-M 466 Statistics (3 credits)******

***** Students taking the M360/M366 sequence for probability and statistics should complete MATH-M 367 Introduction to Statistical Programming in R in the Programming/ Computer Science Core (see below).

******Students taking the M463/M466 sequence for probability and statistics should take STAT-I 421 Modern Statistical Modeling Using R and SAS in the Programming/Computer Science Core (see below).

II. Actuarial Science Core Courses (9 credits)

1. MATH-M 320 Theory of Interest (3 credits)
2. MATH-M 445 Probability Theory for Risk Management (3 credits)
3. MATH-M 446 Financial Mathematics (3 credits)

III. Programming/Computer Science Core Courses (7 credits)

1. CSCI-A 201 Programming I, Python (4 credits)
2. MATH-M 367 Introduction to Statistical Programming in R **OR** STAT-I 421 Modern Statistical Modeling Using R and SAS (3 credits)

IV. Business and Economics Core Courses (15 credits)

1. ECON-E 103 or ECON-E 201 Introduction to Microeconomics (3 credits)
2. ECON-E 104 or ECON-E 202 Introduction to Macroeconomics (3 credits)
3. BUS-A 201 Introduction to Financial Accounting (3 credits)
4. BUS-A 202 Introduction to Managerial Accounting (3 credits)
5. BUS-F 301 Financial Management (3 credits)

V. Actuarial Science Electives (15 credits)
Complete five of the following courses:

- MATH-M 451 Financial Math (3 credits)
- MATH-M 485 Life Contingencies I (3 credits)

- STAT-S 352 Data Modeling and Inference (3 credits)
- STAT-S 431 Applied Linear Models I (3 credits)
- STAT-S 432 Applied Linear Models II (3 credits)
- STAT-S 450 Time Series Analysis (3 credits)
- Additional electives may be added by the faculty at a later time.

Substitute Courses for Actuarial Science Electives

- STAT-S 437 Categorical Data Analysis (3 credits)
- STAT-S 460 Sampling (3 credits)
- STAT-S 412 Statistical Learning using R (3 credits)
- STAT-S 470 Exploratory Data Analysis (3 credits)
- STAT-I 414 Introduction to Design of Experiments (3 credits)

Major in Applied Statistics - B.S. (ONLINE)

Learning Outcomes

1. Define terms and concepts in mathematics and fundamental statistics.
2. Solve problems in basic probability theory and basic statistical theory using appropriate tools, including calculus-based methods and linear algebra.
3. Appropriately design data collection processes and ethically manage data.
4. Identify appropriate statistical and mathematical procedures and use appropriate software tools for implementation.
5. Draw inferences from data, big or small, using appropriate statistical methodology, including exploratory and graphical methods.
6. Effectively communicate statistical reasoning and findings.

To earn the 120 credit hour B.S. in Applied Statistics, students must complete general education and other campus-specific requirements as well as the following Applied Statistics degree components:

Math Core (22 credits)

- MATH-M 215 Calculus I (5 credits)
- MATH-M 216 Calculus II (5 credits)
- MATH-M 301 Linear Algebra and Applications OR MATH-M 303 Linear Algebra (3 credits)
- MATH-M 311 Calculus III (3 credits)
- MATH-M 447 Mathematical Modeling and Application I (3 credits)
- MATH-M 448 Mathematical Modeling and Application II (3 credits)

Probability and Statistics Core (24 credits)

1. Complete one of the following three course/9 credit hour probability and statistics sequences

- MATH-M 360 Elements of Probability
- MATH-M 366 Elements of Statistical Inference
- MATH-M 367 Introduction to Statistical Programming in R

OR

- MATH-M 463 Probability (3 credits) and
- MATH-M 466 Statistics (3 credits)
- STAT-I 421 Modern Statistical Modeling Using R and SAS (3 credits)

Other combinations are possible. Consult an advisor.

2. Complete all of the following courses (15 credits)

- STAT-S 431 Applied Linear Modeling
- STAT-S 437 Categorical Data Analysis
- STAT-S 412 Statistical Learning Using R
- STAT-S 470 Exploratory Data Analysis
- STAT-S 352 Data Modeling and Inference

3. Complete four upper-level electives (12 credits)

- STAT-S 432 Applied Linear Models II
- STAT-S 450 Time Series Analysis
- STAT-S 460 Sampling
- STAT-I 414 Introduction to Design of Experiments
- Additional electives may be added by the faculty at a later time.

Programming (4 credits)

- CSCI-A 201 Introduction to Programming, Python (4 credits)

Major in Mathematics - B.S. and Master of Science in Education with Major in Secondary Education

The Department of Mathematics and Actuarial Science and the School of Education offer a five-year program which results in a student graduating with a Bachelor of Science degree in Mathematics from the College of Arts and Sciences and a Master of Science degree in Secondary Education from the School of Education. Contact our department for further information and detailed schedule.

Minor in Mathematics

An arts and sciences minor in mathematics consists of the courses

- MATH-M 215 (5 cr.)
- MATH-M 216 (5 cr.)
- two (2) mathematics courses above 200 level, and
- Select one of the following
  - CSCI-C 201, CSCI-A 201, PSY-K300 or
  - any mathematics or Calculus-based Science course at the 200 level or above

Program for Secondary School Provisional Certificate in Mathematics

(See School of Education requirements.)

Required

- MATH-M 118 (3 cr.)
- MATH-M 126 (2 cr.)
- MATH-M 215 (5 cr.)
- MATH-M 216 (5 cr.)
- MATH-M 301 (3 cr.)
- MATH-M 311 (4 cr.)
- MATH-M 391 (3 cr.)
- MATH-M 360 (3 cr.)
- MATH-M 366 (3 cr.)
- MATH-T 336 (3 cr.)
- MATH-M 447 (3 cr.)

- Two approved mathematics electives (6 cr.) The following courses are recommended:
  - MATH-M 320 (3 cr.)
  - MATH-M 343 (3 cr.)
  - MATH-M 403 (3 cr.)
  - MATH-M 405 (3 cr.)
  - MATH-M 413 (3 cr.)

Total (43 cr.)

In order to finish this program in four years, the courses must be taken in the sequence and at the times recommended by the Department of Mathematics and Actuarial Science department. Most 300 and 400 level mathematics courses are offered every other year.

Graduate Certificate in Mathematics

The 18 credit Graduate Certificates in Mathematics requirements are broken down as follows:
· Core course (9 cr)
· Electives (9 cr)
Students in the GC in Mathematics will cover the following content areas -

- Algebra—Topics include Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics.
- Analysis—Topics include Real Analysis, Complex Analysis, Fourier Analysis, and others.
- Topology and Geometry--Topics include Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and others.
- Differential Equations and Applications—Topics include Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and others.
- Probability and Statistics—Key concepts.

Certificate Requirements (six 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:

1. MATH T601 Topics in Algebra
2. MATH T610 Topics in Analysis
3. MATH T620 Topics in Topology/Geometry
4. MATH T640 Topics in Differential Equations and Applications
5. MATH T650 Topics in Probability/Statistics

· Topics for each one of the classes will vary from one semester to the next.

· Students will need to use at least one repeat enrollment in one of these classes (with a distinct topic) to complete the six classes required for the certificate.

· To ensure breadth of knowledge, students must include at least three different course numbers/topics among the six classes they complete to earn the certificate.

· Depending upon areas of interest and the availability of distinct topics, some students may complete any one of these classes two to three times as a part of the six classes required for the graduate certificate

M.A.T. in Mathematics

The IU Online Master of Arts for Teachers in Mathematics combines coursework in education and mathematics to prepare you to be a dual-credit instructor at the high school and community college levels.

Program Learning Outcomes

Upon completion of the Master of Arts for Teachers in Mathematics, student

will develop graduate-level knowledge in three of the following five areas of mathematics:

1. Core applications of Algebra including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.
2. Analysis applications. Topics covered in this area include Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.
3. 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.
4. Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.
5. Key concepts of Probability/Statistics.

Upon completion of the Education component of the M.A.T. in Mathematics, graduates will be able to—

1. Engage in the development of rigorous curriculum planning and design;
2. Promote college-level studies skills and habits of mind;
3. Use assessment data to inform college-level instructional practices;
4. Prepare dual-credit students for success in college-level assessments;
5. Conduct research to improve dual-credit instruction.

MAT Requirements

The 30 credit MAT in Mathematics requirements are broken down as follows:

· Core course (9 cr)
· Electives (9 cr)
· Education component (12 cr)
The Mathematics component of the MAT in Mathematics is identical to the curriculum of the stand-alone IU collaborative Graduate Certificate in Mathematics.

Students in the MAT in Mathematics will cover the following content areas -

- Algebra—Topics include Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics.
- Analysis—Topics include Real Analysis, Complex Analysis, Fourier Analysis, and others.
- Topology and Geometry--Topics include Euclidean and non-Euclidean Geometry, Point set topology,

Differential Topology, Differential Geometry, and others.
- Differential Equations and Applications—Topics include Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and others.
- Probability and Statistics—Key concepts.

Degree Requirements

I. Mathematics Component (18 cr)

The curriculum for the Graduate Certificate in Mathematics uses five topics course numbers and titles aligned to the standard categories covered by the program:

1. MATH T601 Topics in Algebra
2. MATH T610 Topics in Analysis
3. MATH T620 Topics in Topology/Geometry
4. MATH T640 Topics in Applications
5. MATH T650 Topics in Probability/Statistics

Topics for each one of the classes will vary from one semester to the next, and students will need to use at least one repeat enrollment to complete the six classes required for the certificate, and depending upon the students' interests and the availability of distinct topics, some students may complete any one of these classes two to three times as a part of the six classes required for the graduate certificate.

II. MAT Mathematics—Education Component (12 cr)

To fulfill the Education Component of the MAT in Biology, students complete:
1) EDUC-H 520 Education and Social Issues
2) EDUC-J 500 Instruction in the Context of Curriculum
3) EDUC-P 507 Assessment in Schools
4) EDUC-Y 520 Strategies for Educational Inquiry

Minority Studies

Phone: (219) 980-6629
Website: http://www.northwest.iu.edu/minority-studies/

About the Department

The Department of Minority Studies offers programs leading to the Bachelor of Arts degree in African American and African Diaspora studies. The curriculum is designed to acquaint the student with the unique worldviews and experiences of Blacks and Latinos and the problems of minority groups in general. It prepares the student for the fields of community development, social services, minority group relations, and graduate study.

The university possesses a large and continuously growing library collection covering African, West Indian, and American experiences.

Learning Outcomes

Graduates will:

- Demonstrate understanding of cultural diversity in a variety of contexts.
- Demonstrate understanding of the relationships between social structures, social justice, and human rights.
- Demonstrate understanding of racial minority experiences and diverse worldviews and the manner in which they shape U.S. culture and the world.

African American and African Diaspora Studies

The curriculum leading to a Bachelor of Arts degree in African American and African Diaspora Studies is oriented toward professional preparation and graduate study. The two program sequences, Human Services and Community Development, place a heavy emphasis on education that is directly related to employment opportunities and graduate-level study. The department also offers a Bachelor of Arts degree in African American and African Diaspora Studies with a concentration in Latino Studies.

Learning Outcomes

Goal 1. Development of critical thinking skills
Goal 2. Development of analytical thinking skills
Goal 3. Development of oral communication skills
Goal 4. Development of written communication skills
Goal 5. Development of academic research skills
Goal 6. Practical engagement with minority worldviews and experiences

Major in African American and African Diaspora Studies
Requirements - a minumum of 30 cr.

- Required
  - AAAD-A 103 (3 cr.)
  - AAAD-A 301 (3 cr.)
  - AAAD-A 343 (3 cr.)
  - Select one of the following (3 cr.)
    - AAAD-A 150 Survey of the Culture of Black Americans (3 cr.)
    - AAAD-A 151 Minority People in the United States (3 cr.)
  - Select from the following Afro-American History and Culture courses(6 cr.)
    - AAAD-A 355 Afro-American History I (3 cr.)
    - Select one from the following
      - AAAD-A 379 Early Black American Writing (3 cr.)
      - AAAD-A 356 Afro-American History II (3 cr.)
    - AAAD-A 370 Recent Black American Writing (3 cr.)
    - AAAD-A 380 Contemporary Black American Writing (3 cr.)
  - Other courses in African American and African Diaspora studies or approved courses in sociology, psychology, or history may be taken to complete the major.
  - Twenty-five (25) credit hours of 200-400 level courses are required.
  - Students must also complete the general requirements of the College of Arts and Sciences.

Interdepartmental Major in African American and African Diaspora Studies and Communication

The Departments of Communication and Minority Studies offer an interdepartmental major in African American and African Diaspora studies and communication that reflects an interdisciplinary and substantive field of study. An interdepartmental major in communication and African American and African Diaspora studies focuses the specialization of the study of the human communication process within the African American and African Diaspora experience. This focus enhances the application of principles, methods, and findings of communication studies in light of the history, culture, and theories of the African American and African Diaspora experience, including an Africana perspective. Students will integrate their communication studies emphasis (public and rhetorical communication, relational communication, media studies, or communication and culture) into the African American and African Diaspora studies major to create a systematic and coherent field of study.

Requirements

The chairpersons of the Departments of Minority Studies and Communication must jointly advise the interdepartmental major. Students must complete a total of 45 credit hours in the interdepartmental major.

Students must complete

- African American and African Diaspora studies (18 cr.)
  - Select one of the following
    - AAAD-A 150 (3 cr.)
    - AAAD-A 151 (3 cr.)
  - Select one of the following
    - AAAD-A 355 (3 cr.)
    - AAAD-A 379 (3 cr.)
  - Select one of the following
    - AAAD-A 356 (3 cr.)
    - AAAD-A 370 (3 cr.)
    - AAAD-A 380 (3 cr.)
- African American and African Diaspora studies electives (9 cr.)
  - 300 or 400 level
- Communication (speech, communication, journalism, telecommunications) (27 cr.)
  - SPCH-S 121 (3 cr.)
  - SPCH-S 122 (3 cr.)
  - 300 or 400 level (12 cr.)
  - SPCH-S 400 (3 cr.) and / or AAAD-A 493 (3 cr.)
  - Courses cross-listed in both departments may be taken in either department, but students may not receive credit in both departments for the same course.
  - Students may not receive credit toward the major for both SPCH-S 424 and AAAD-A 398

Total (45 cr.)

Interdepartmental Major in African American and African Diaspora Studies and English

The Departments of Minority Studies and English offer a thematically integrated major in African American and African Diaspora Studies and English. This interdepartmental major is designed for students who wish to combine substantial African American and African Diaspora Studies with their work in the American and English literature major. African American and African Diaspora Studies is importantly multidisciplinary, requiring students to be familiar with the connected history and theories of the African American and African Diaspora experience across disciplines, including an Africana perspective. The interdepartmental major in African American and African Diaspora Studies and English provides students with this background as well as with an understanding of African American and African Diaspora literature, seen in the context of American and English literature. With this course of study, students will be able to integrate and synthesize knowledge and understanding of the total African American and African Diaspora experience as it coexists with English language and literature studies.

Requirements

The chairpersons of the Departments of Minority Studies and English must jointly advise the interdepartmental major. A combined minimum of 33 credit hours is required.

- African American and African Diaspora Studies - 300 level or above (18 cr.)
  - AAAD-A 355 (3 cr.)
  - AAAD-A 356 (3 cr.)
  - AAAD-A 493 (multidisciplinary capstone course) (3 cr.)
  - Select from the following (9 cr.)
    - AAAD-A 370 (3 cr.)
    - ENG-L 370 (3 cr.)
    - AAAD-A 379 (3 cr.)
    - AAAD-A 380 (3 cr.)
    - AAAD-A 392 (3 cr.)
- English (15 cr.)
  - ENG-L 202 (3 cr.)
  - ENG-L 315 (3 cr.)
  - Select one of the following
    - ENG-L 351 (3 cr.)
    - ENG-L 352 (3 cr.)
    - ENG-L 355 (3 cr.)
  - Select one of the following
    - ENG-L 354 (3 cr.)
    - ENG-L 357 (3 cr.)
    - ENG-L 358 (3 cr.)
  - ENG-L 440 (3 cr.)

Total (33 cr.)

A 2.0 cumulative grade point average is required in the courses taken in the interdepartmental major. Only courses with a grade of C- or higher will be counted in the major.

Minor in African American and African Diaspora Studies
Requirements

- Select one of the following
  - AAAD-A 150 (3 cr.)
  - AAAD-A 151 (3 cr.)
- 4 additional courses in Afro-American studies to be selected in consultation with the departmental advisor. (12 cr.)

Total (15 cr.)

Latinx Studies

Latinx studies is an interdisciplinary program designed to acquaint the student with the worldview and experience of Chicanos and Puerto Ricans in the United States. The curriculum emphasizes the history, culture, and socioeconomic conditions of Latinx people while also examining the nature of minority groups in American society. The program also offers courses for the bilingual education endorsement in the School of Education, the education minor in ethnic and cultural studies, and the education major with bilingual emphasis.

Minor in Latinx Studies
Requirements

- CHRI-C 101 (3 cr.)
- CHRI-C 151 (3 cr.)
- 12 credit hours from the course listings (course numbers in parentheses indicate cross-listing in the Department of History) (12 cr.)

Total (18 cr.)

Minor in Race-Ethnic Studies

Race-Ethnic Studies allows students interested in African American and African Diaspora and Latino Studies to develop a focus of study in both programs. This field leads to a broad understanding of the minority experience in the United States and those of diaspora peoples; how the phenomena of race, gender, and class have influenced communities and individuals; how minority groups define themselves and what strategies they have utilized for survival; who the people called African Americans, Latinos, Native Americans, and Asian Americans are.

Credit Hours Required—A minimum of 15 credit hours required.

Requirements

- AAAD-A 151 / CHRI-C 151 Minority People in the United States (3 cr.)
- 4 courses from the listings for the Department of Minority Studies meeting the following distribution pattern (12 cr.)
  - 2 courses from course listings in African American and African Diaspora studies (6 cr.)
    - At least one course at 200, 300, or 400 level (3 cr.)
  - 2 courses from course listings in Latino Studies (6 cr.)
    - At least 1 course at 200, 300, or 400 level (3 cr.)

Total (15 cr.)

Postbaccalaureate Certificates
Community Development/Urban Studies

This certificate is for students who have completed an undergraduate degree and would like formal recognition of a proficiency in the field of Community Development and Urban Studies. The focus of study will be on community development, community economic development, and urban studies within a matrix of the minority experience. This certificate has wide appeal from educators to practitioners in fields such as community development, planning, and public policy. This certification meets a specific need for persons intending to hold or holding positions in the field beyond the entry level, such as Community Development Planner II; or entry-level positions that require postbaccalaureate certification and/or experience.

Requirements

- Department of Minority Studies or approved courses from other departments (18 cr.)
  - Select from one of the following
    - AAAD-A 150
    - AAAD-A 151
  - CHRI-C 151 Minority People (3 cr.)
- Department of Minority Studies courses which be distributed among community development, urban studies and economic policy (12 cr.)
  - AAAD-A 103
  - AAAD-A 230
  - AAAD-A 240
  - AAAD-A 301
  - AAAD-A 302
  - AAAD-A 304
  - AAAD-A 341
  - AAAD-A 343
  - AAAD-A 398

Three (3) credit hours in capstone, research or project course.

Race-Ethnic Studies

This certificate is for students who have completed an undergraduate degree and would like formal recognition of a proficiency in the field of Race-Ethnic Studies (see Minor in Race-Ethnic Studies). This certificate has wide appeal from educators to those in business.

Requirements

- Select one of the following
  - AAAD-A 150
  - AAAD-A 151
- CHRI-C 151 Minority People (3 cr.)
- Department of Minority Studies, must be distributed between Latino Studies and African American and African Diaspora Studies (12 cr.)
- Capstone or research course, must be interdisciplinary (3 cr.)

Modern Languages, Comparative Literature, and Linguistics

Phone: (219) 980-6714
Website: http://www.northwest.iu.edu/modern-languages/

French

The program in French embraces courses at all levels, elementary through advanced, and includes the culture and literature of France, Quebec, and other Francophone regions of Africa the Caribbean.

Major in French

Learning Outcomes

We are trying to prepare our students better in terms of speaking and general communication since feedback from them has indicated that this is a desired outcome. Thus, in all courses, we have shifted our focus to much more speaking, with each outcome shown below:

- Function at the Advance-high level in speaking in French
- Function at the Advance-high level in listening in French
- Function at the Advance-high level in reading in French
- Function at the Advance-high level in writing in French

Requirements

- FREN-F 200 and FREN-F 250 or equivlalents (6 cr.)
- Chosen among FREN-F 300, FREN-F 305, FREN-F 306, FREN-F 328, FREN-F 375, FREN-F 380, and FREN-F 391 (12 cr.)
- 400 level courses (9 cr.)
- Select one of the following
  - SPAN-S 100 (or a more advanced course taught in Spanish)
  - GER-G 100 (or a more advanced course taught in German)
  - ITAL-M 100 (or a more advanced course taught in Italian)
  - Select from the following list of culture options (3 cr.)
    - SPAN-S 231
    - SPAN-S 240
    - SPAN-S 260
    - SPAN-S 284
    - SPAN-S 290
    - CDNS-C 101
    - CDNS-C 301
    - CDNS-C 350
    - CDNS-C 400
    - CDNS-C 495
    - CMLT-C 261
    - CMLT-C 340
    - LING-L 103

Total (30 cr.)

Minor in French

Minor in French Requirements (15cr.):

- FREN-F 200 and FREN-F 250 or equivalent earned through special credit
- 3 courses at the third-year or fourth-year level, taught in French
- Fourth-year level courses may only be taken with permission of instructor

Special Credit

Special credit may be awarded for the two highest courses a student tests out of (100, 150, 200, or 250), up to a maximum of 8 credits.

Foreign Study

Outstanding students who want to participate in a one-year academic program are encouraged to apply for the program offered in Aix-en-Provence, France. In addition, IU offers semester and summer programs in various locations throughout France and Canada. These programs can be used to fulfill requirments for the baccalaureate degree. For a descritpion of all French program options visit: http://overseas.iu.edu/programs/iuprograms/languages/french.shtml.

Courses in English

The following courses are taught in English.

- FREN-F 309
- FREN-F 310
- FREN-F 311
- FREN-F 312
- FREN-F 341

No credit in French.

Major in French (B.S. Online)

The IU Online BS in French offers instruction in French language, culture, and history through a rigorous curriculum. Develop language proficiency, cultural facility, and professional competence in French environments. This program encourages you to employ critical thinking skills, analytical skills, and historical contexts in your work—and to think sensitively about French and Francophone cultures and ethnicities.

Learning Outcomes

1. Demonstrate understanding of diverse fields of French and its applications.
2. Exhibit communicative competence in language skills (Speaking, Listening, Writing,Reading).
3. Use knowledge of the French language and cultures to develop critical thinking skills.
4. Complete one of three program-sponsored area minors (French for Medical Communication, French for Business, French for Cultural Tourism) to apply their command of the French language and knowledge of Francophone Culture in a variety of real world settings.

Degree Requirements

To Earn the IU Collaborative B.S. in French, students must complete all seven components of the major.

1) Intermediate French I (3 cr)

Students complete one of two course options:

FREN F200/F203

2) Intermediate French II (3 cr)

Students complete one of two course options:

FREN F250/F204

3) Advanced French Grammar (3 cr)

Students complete one of two course options:

FREN-F 328 Advanced French Grammar and Composition

FREN-F 313 Advanced French Grammar and Composition I

4) Spoken French (3 cr)

Students complete one of two course options:

FREN-F 315 Conversation and Diction I

FREN-F 316 Conversation and Diction II

5) Upper-Level Coursework French—Applied and Cultural (15 cr)

Students complete five classes chosen from the following list:

FREN-F 300 Lectures et Analyses Litteraires

FREN-F 306 Chefs-d'œuvre de la Literature French 2

FREN-F 330 Intro to Translating French and English

FREN-F 350 Topics in Francophone Culture

FREN-F 363 Introduction à la France Moderne

FREN-F 391 Studies in French Film

FREN-F 415 La Culture Francophone

FREN-F 450 Colloquium in French Studies

FREN-F 463 Civilisation Francaise I

FREN-F 475 Advanced Oral Practice I

FREN-F 480 French Conversation

FREN-Y 396 Study Abroad

6) Capstone and Career/Professional Preparation (3 cr)

FREN-F 496 French Capstone

7) Applied French Tracks (12 Unique cr)

Students complete one of the following three Applied French tracks:

1. Medical Communication in French (five classes/15 cr)

2. French for Business (five classes/15 cr)

3. Francophone Culture for Travel (five classes/15 cr)

Each track consists of five classes. The first course is one of the upper-level courses taught in French, which also counts as one of the five classes required to satisfy requirement #5. The remaining four courses on topical courses taught in English that related to the focus of the track.

Option 1: Medical Communication in French

1. Complete one of the following courses in French Translation (3 credits)

- FREN-F 330 Introduction to Translating French and English
- FREN-F 350 Topics in Francophone Culture

****** When offered, F350 will be taught as three consecutive one-credit classes. BS French students must complete all three courses for the Medical Communication in French Track.

1. Medical Terminology (1-2 credits)

- AHLT-R 185/HIM-M 195 Medical Terminology

1. Systems of Healthcare Delivery (3 credits)

- AHLT-B 311/BUS-H 320 Systems of Healthcare Delivery

1. Cross Cultural Communication (3 credits)

- CMCL-C 427/ SPCH-S 427 Cross Cultural Communication

1. Health Disparities (3 credits)

- SPEA-H 452 Health Disparities

Option 2: French for Business

1. French Translation (3 credits)

- FREN-F 330 Introduction to Translating French and English **OR**
- FREN-F 350 Topics in Francophone Culture

****** When offered, F350 will be taught as three consecutive one-credit classes. BS French students must complete all three courses for the French for Business Track.

1. International Business (3 credits)

- BUS-D 300 International Business: Operations of International Enterprises
- BUS-D 301 International Business Environment

1. Public Relations (3 credits)

- SPCH-S 333 Public Relations

1. Presentations (3 credits)

- SPCH-S 335 Media and Health

1. Cross Cultural Communication (3 credits)

- CMCL-C 427/ SPCH-S 427 Cross Cultural Communication

Option 3: Francophone Culture for Travel

1. Complete one of the following courses in French/ Francophone Culture (3 credits)

- FREN-F 300 Lectures et Analyses Litteraires
- FREN-F 391 Studies in French film

1. Cross Cultural Communication (3 credits)

- CMCL-C 427/ SPCH-S 427 Cross Cultural Communication

1. Tourism, Planning and Development (3 credits)

- TESM-T 107 Tourism Planning and Development

1. Tourism, Policy, and Sustainability (3 credits)

- TESM-T 207 Tourism, Policy, and Sustainability

1. Cultural Heritage Tourism (3 credits)

- TESM-T 234 Cultural Heritage Tourism

BS French students may petition to replace one of the Applied French track courses. Interested students should consult their academic advisor.

Master of Arts for Teachers in French
Program Learning Outcomes

Upon completion of the Master of Arts for Teachers in French, students will be able to:

1. Demonstrate proficiency in French through the ability to complete graduate coursework in French.
2. Achieve a comprehensive understanding of French as a living language and Francophone cultures.
3. An understanding of the core concepts and applications of Second Language Acquisition
4. Introduce and practice various foreign language teaching methodologies
5. Develop individual teaching styles informed by current theory and scholarship

MAT French Degree Requirements

To earn the thirty credit MAT in French students must complete the following coursework:

I. Core coursework (9 cr)

1. FRIT-F580 Applied French –Linguistics (3 cr)

2. FRIT-F673 Topics in Learning and Teaching of French (3 cr)

3. FRIT-F606/FREN-F606 Capstone Project in French Teaching (3 cr) (completed near conclusion of the program)

II. Two courses in French/Francophone Studies (500 level or above) (6 cr)

FRIT-F 556 Le Roman aux XXe et XXe siècles (3 cr)

FRIT-F 632 Seventeenth-Century French Drama and Performance (3 cr)

FRIT-F 635 Studies in Eighteenth-Century French Literature (3 cr)

FRIT-F 640 Studies in Nineteenth-Century French Literature (3 cr)

FRIT-F 651 Studies in French Cinema (3 cr)

FRIT-F 667 Seminar in Francophone Studies (3 cr)

FREN-F 525 Readings in French and Francophone Cultures (3 cr)

RIT-F 561 Studies in French Civilization

III. One French Linguistics course (in addition to F580) (500 level or above) (3 cr)

FRIT-F 578 Contrastive Study of French and English (3 cr)

FRIT-F 603 History of the French Language 1 (3 cr)

FREN-F 531 Readings in French Language and Linguistics (3 cr)

IV. One course in Foreign Language Methodology, Applied Linguistics and Language Acquisition (3 cr)

FREN-542 Readings in French Pedagogy and Language Acquisition

V. Three additional courses taken from any one of the above 3 categories (9 cr)

Spanish
The program offers courses at all levels, elementary through advanced, on the Spanish language and the cultures and literatures of Spain and Latin America.

Major in Spanish
Learning Outcomes

- Function at the Advance-high level in speaking in Spanish
- Function at the Advance-high level in listening in Spanish
- Function at the Advance-high level in reading in Spanish
- Function at the Advance-high level in writing in Spanish

Requirements

- SPAN-S 200 and SPAN-S 250 (6 cr.)
- Chosen among SPAN-S 311, SPAN-S 312, SPAN-S 317, SPAN-S 323, SPAN-S 360, and SPAN-S 363 (12 cr.)
- 400 level courses (9 cr.)
- Select one of the following
  - FREN-F 100 (or a more advanced course taught in French)
  - GER-G 100 (or a more advanced course taught in German)
  - ITAL-M 100 (or a more advanced course taught in Italian)
  - Select from the following list of culture options (3 cr.)
    - FREN-F 309
    - FREN-F 310
    - FREN-F 311
    - FREN-F 312
    - FREN-F 341
    - CMLT-C 261
    - CMLT-C 340
    - CDNS-C 101
    - CDNS-C 301
    - CDNS-C 350
    - CDNS-C 400

- CMLT-C 460
- CDNS-C 495
- LING-L 103

- The Department of Modern Languages will accept one CHRI course that is cross-listed with Spanish and taken by students toward an A.A. in Latino Studies and apply it to the B.A. in Spanish toward completion of the required 30 credits of Spanish courses at the 200 level and above.

Total (30 cr.)

Minor in Spanish

Minor in Spanish Requirements (15cr.):

SPAN-S 200 and SPAN-S 250 or equivalent earned through special credit and three courses at the third-year or fourth-year level, taught in Spanish. Fourth-year level courses may only be taken with permission of instructor.

Special Credit

Special credit may be awarded for the two highest courses a student tests out of (100, 150, 200, or 250), up to a maximum of 8 credits.

Native Speakers

Students who are native speakers of Spanish must get permission from the department to enroll in any third-year or fourth-year level Spanish courses. Questions about the major or minor should be directed to the department chair.

Foreign Study

Qualified students who want to participate in a one-year academic program are encouraged to apply for the program offered in Madrid, Spain. In addition, IU offers programs in various locations throughout Spain and Latin America. Summer study programs are available in Bilbao and Salamanca, Spain. These programs can be used to fulfill requirements for the baccalaureate degree.

For a description of all Spanish program options: http://overseas.iu.edu/programs/iuprograms/languages/spanish.shtml.

Courses in English

The following Spanish courses are taught in English

- SPAN-S 231
- SPAN-S 240
- SPAN-S 260
- SPAN-S 284
- SPAN-S 290

No credit in Spanish.

Major in Spanish (B.S. Online)

Learning Outcomes

1) Exhibit communicative competence in language skills (Speaking, Listening, Writing, and Reading).

2) Demonstrate understanding of diverse fields of Spanish and its applications.

3) Use knowledge of the Spanish language and Hispanic cultures to develop critical thinking skills.

4) Apply Spanish language and knowledge of Hispanic Cultures in a variety of real-world settings using skills developed in Spanish major courses and one of four program-sponsored minors.

Degree Requirements:

To Earn the IU Collaborative B.S. in Spanish, students must complete all eight components of the major as listed below:

1) Intermediate Spanish I (3 cr)

Students complete one of two course options:

SPAN-S200/S203 Second-Year Spanish I

2) Intermediate Spanish II (3 cr)

Students complete one of two course options:

SPAN-S250/S204 Second-Year Spanish II

3) Spanish Conversation (3 cr)

Students complete one of two course options:

SPAN-S 275 Hispanic Culture and Conversation or SPAN-S 317 Spanish Conversation and Diction

4) Spanish Grammar and Composition (3 cr)

Students complete one of four course options:

HISP-S 308 Composition and Conversation in Spanish or
SPAN-S 311 Spanish Grammar or
SPAN-S 313 Writing Spanish I or
SPAN-S 312 Written Composition in Spanish

5) Literary Analysis in Spanish

Students complete one of three course options:

SPAN-S 301 Hispanic World I
SPAN-S 302 Hispanic World II
SPAN-S 360 Introduction to Hispanic Lit

6) Upper-Level Coursework Spanish—Applied and Cultural (15 cr)

Students complete five classes chosen from the following list:

SPAN-S 315 Spanish in the Business World
SPAN-S 318 Writing Spanish for Heritage Speakers
SPAN-S 319 Spanish for Healthcare Personnel
SPAN-S 323 Introduction to Translating Spanish and English
SPAN-S 326 Intro to Spanish Linguistics
SPAN-S 429 Medical Interpreting
SPAN-S 315 Spanish in the Business World
SPAN-S 323 Introduction to Translating Spanish and English
SPAN-S 423 The Craft of Translation
SPAN-S 326 Intro to Spanish Linguistics
SPAN-S 426 Intro to Spanish Linguistics
SPAN-S 468 Varieties of Spanish
SPAN-S 363 Introduction to Hispanic Culture
SPAN-S 370 Service Learning in Spanish
SPAN-S 381 Hispanic Civilization I
SPAN-S 382 Hispanic Civilization II
SPAN-S 383 Hispanic Civilization III
SPAN-S 384 Hispanic Civilization IV

SPAN-S 410 Contemporary Hispanic Culture and Conversation
SPAN-S 411 Spanish Culture and Civilization
SPAN-S 412 Latin American Culture and Civilization
SPAN-S 413 Hispanic Culture in the U.S.
SPAN-S 423 The Craft of Translation
SPAN-S 426 Intro to Spanish Linguistics
SPAN-S 429 Medical Interpreting
SPAN-S 440 Hispanic Sociolinguistics
SPAN-S 468 Varieties of Spanish
SPAN-S 390 Special Topics in Spanish
SPAN-S 493 Internship Program in Spanish
SPAN-S 495 Hispanic Colloquium

**Students should select at least one upper-level course that also satisfies one of the requirements for the Applied Spanish tracks described below. See Requirement #8.

7) B.S. Spanish Capstone

SPAN-S 498 Capstone Seminar in Spanish

8) Applied Spanish Tracks (15 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 #6. 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 (six classes/18 cr)

1. SPAN-S 319 Spanish for Healthcare Personnel
2. SPAN-S 429 Medical Interpreting
3. AHLT-R 185/HIM-M 195 Medical Terminology
4. AHLT-B 311/BUS-H 320 Systems of Healthcare Delivery
5. CMCL-C 427/ SPCH-S 427 Cross Cultural Communication
6. SPEA-H 452 Health Disparities

Track Option #2: Spanish in the Business World (six classes/18 cr)

1. SPAN-S 315 Spanish in the Business World
2. SPAN-S 323 Introduction to Translation or SPAN-S 410 Contemporary Hispanic Culture and Conversation
3. BUS-D 300 International Business: Operations of International Enterprises or BUS-D D301 International Business Environment
4. SPCH-S 333 Public Relations
5. SPCH-S 335 Media and Health
6. SPCH-S/CMCL-C 427 Cross Cultural Communication

Track Option #3 Hispanic Culture for Travel and Tourism (six classes/18 cr)

1.& 2. Choose two Spanish/ Hispanic Culture Courses Taught in Spanish

SPAN-S 363 Intro A La Cultura Hispanica
SPAN-S 390 Special Topics Spanish
SPAN-S 370 Service Learning in the Dominican Republic
SPAN-S 495 Hispanic Colloquium

3. SPCH-S 427 Cross Cultural Communication (NW, SB, KO)

4. TESM-T 107 Tourism Planning and Development

5. TESM-T 207 Tourism, Policy, and Sustainability

6. TESM-T 234 Cultural Heritage Tourism

Track Option #4: Hispanic Culture in the U.S. (six classes/18 cr)

1.& 2. Choose two Spanish/ Hispanic Culture Courses Taught in Spanish

SPAN-S 363 Intro A La Cultura Hispanica
SPAN-S 318 Writing Spanish for Heritage Speakers
SPAN-S 413 Hispanic Culture in the U.S.
SPAN-S 412 Spanish America: The Cultural Context
SPAN-S 440 Hispanic Sociolinguistics
SPAN-S 468 Varieties of Spanish

3, 4, 5, 6. Choose four Hispanic Culture Courses Taught in English

LATS-L 350 Contemporary Issues in Latino Studies
LATS-L 396 Topics in Latino Studies
LATS-L 228 U.S. Latino/a Identities
SPAN-S 284 Women in Hispanic Culture (Taught in English)
SPAN-S 290 Topics in Hispanic Culture (Taught in English)
SPAN-S 303 The Hispanic World (Taught in English)
SPAN-S 390 Special Topics in Spanish (Taught in Spanish
SPAN-S 260 Introduction to Hispanic Film (Taught in English)
SPAN-S 231 Spanish-American Fiction in Translation (Taught in English)

Graduate Certificate in Spanish (Online)

This program will equip K-12 Spanish teachers and dual-credit instructors with pedagogical training in Spanish to enable them to teach the target language more effectively. Each course in the certificate will emphasize communication in Spanish to help students to improve and refine their own mastery of Spanish. Students completing the certificate will:

· Enhance their proficiency with the Spanish language and their confidence to conduct classes in the target language.

· Increase their expertise in areas of Hispanic culture, literature and linguistics.

· Expand their teaching techniques and approaches in light of current practices informed by research. Students earning the IU Online Graduate Certificate in Spanish will:

1. Increase their Spanish language competence.
2. Enhance intercultural competence to promote student engagement and understanding of the Hispanic world.
3. Use effective pedagogical strategies to serve a variety of learning populations including heritage speakers, adult students, etc.
4. Promote an understanding of Spanish as a world language as well as the linguistic and cultural diversity of Spanish in the U.S.
5. Incorporate insights gleaned from current research on second language acquisition and scholarship on effective foreign language instruction to improve student learning.

6. Design structured input and output activities by applying theory to classroom activities, such as communicative teaching, oral and grammar testing, learning and teaching grammar, listening comprehension, and writing.

Degree Requirements

To earn the Graduate Certificate in Spanish students will complete 18 credits graduate

1. SPAN-T 510 Second Language Acquisition for Spanish
2. SPAN-T 520 Spanish Writing and Grammar
3. SPAN-T 530 Spanish through Cultural Expressions
4. SPAN-T 540 Spanish Phonetics
5. SPAN-T 550 Hispanic Studies (variable topics)
6. SPAN-T 560 Hispanic Sociolinguistics

German

Foreign Study

Qualified students who want to participate in a one-year program are encouraged to apply for the program offered in Freiburg, Germany. In addition, IU offers semester and summer programs in various locations throughout Germany and Austria. These programs can be used to fulfill requirements for the baccalaureate degree. For a description of all German program options visit: http://overseas.iu.edu/programs/iuprograms/languages/german.shtml.

Italian

Foreign Study

Qualified students who want to participate in a one-year program are encouraged to apply for the program offered in Bologna, Italy. In addition, IU offers semester and summer programs in various locations throughout Italy. These programs can be used to fulfill requirements for the baccalaureate degree. For a description of all Italian program options visit: http://overseas.iu.edu/programs/iuprograms/languages/italian.shtml.

Canadian Studies

The Canadian Studies program gives students a better understanding of the diverse origins and multifaceted character of Canada. It gives direction and depth to the student's liberal arts education through a focus on Canada.

Minor in Canadian Studies

The minor in Canadian Studies consists of:

15 credit hours to include:

CDNS-C 101 Canadian Studies (3 cr.)
CDNS-C 301 (3 cr.)

Select three of the following:

- CDNS-C 350 (3 cr.)
- CDNS-C 400 (3 cr.)
- CDNS-C 495 (3cr.)
- FREN-F 200 (3cr.)
- FREN-F 250 or equivalent (3cr.)

Total (15cr.)

Minor in Linguistics

Required courses:

From the Department of Modern Languages. Choose three courses from the following list:

- L103, Introduction to the Study of Language (3 cr) (every Summer. Online)
- L200, Introduction to Language and Culture (3 cr) (occasionally)
- L210, Topics in Language and Society (3 cr) (every other year)
- L315, Introduction to Sociolinguistics (3 cr) (occasionally)
- S426, Introduction to Hispanic Linguistics (3 cr) (occasionally)
- L485, Topics in Linguistics (3 cr.) (every other year)

From the Department of English. Two required courses:

- G205, Introduction to the English Language (3 cr)
- G207, Grammar and Usage (3 cr)

Total (15 cr.)

Psychology

Phone: (219) 980-6680
Website: http://northwest.iu.edu/psychology

About the Department of Psychology

The Department of Psychology offers a major in psychology leading to the B.A. degree and the B.S. degree, a major in neuroscience leading to a B.A. degree and the B.S. degree, minors in psychology and neuroscience, and provides course work for undergraduates who want to satisfy distribution requirements. 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, and other social and natural sciences, encourages the development of broad problem-solving skills through exposure to experimental methodology and statistical analysis, and contributes to personal growth and the development of communication skills. Techniques and skills obtained in the B.A. and B.S. programs are applicable in many careers and provide background for students entering graduate work in psychology, neuroscience, and related areas, as well as the professions of medicine, dentistry, law, and business.

Career opportunities for psychology majors at the bachelor's degree level exist in mental health clinics, social welfare agencies, government, personnel departments, and business and industry. A wider range of professional opportunities is open to those who complete master's or doctoral degrees. It is strongly recommended that prospective majors discuss their career objectives with a member of the Department of Psychology early so that appropriate course planning can be accomplished.

The Department of Psychology maintains a chapter of Psi Chi, the international honor society in psychology. With both academic and social interests, the chapter sponsors speakers, workshops, films, and field trips. Students

interested in joining should contact the department chairperson.

Major in Psychology - Bachelor of Arts (B.A.) Learning Outcomes

- Comprehension of basic psychological principles and theories from a variety of sub-areas and an ability to apply these theories and principles in specific situations.
- Knowledge of the scientific method as it applies to behavioral research.
- A working understanding of data analysis including graphic presentation and statistic (parametric and nonparametric).
- An ability to communicate in writing the rationale, method, results, and significance of research in which the student was an active participant.

Psychology Requirements (Va) (36 cr.)

- PSY-P 103 (3 cr.) prerequisites for all courses
- PSY-P 211 (3 cr.)
- PSY-P 222 (3 cr.)
- PSY-K 300 (3 cr.)
- Area A
  - Select a minimum of 2 of the following
    - PSY-P 325 (3 cr.)
    - PSY-P 326 (3 cr.)
    - PSY-P 327 (3 cr.)
    - PSY-P 329 (3 cr.)
    - PSY-P 335 (3 cr.)
    - PSY-P 388 (3 cr.)
    - PSY-P 407 (3 cr.)
    - PSY-P 417 (3 cr.)
    - PSY-P 438 (3 cr.)
    - PSY-P 461 (3 cr.)
    - PSY-P 469 (3 cr.)
    - PSY-P 486 (3 cr.)
- Area B
  - Select a minimum of 2 of the following
    - PSY-B 322 (3 cr.)
    - PSY-P 303 (3 cr.)
    - PSY-P 314 (3 cr.)
    - PSY-P 316 (3 cr.)
    - PSY-P 319 (3 cr.)
    - PSY-P 320 (3 cr.)
    - PSY-P 324 (3 cr.)
    - PSY-P 339 (3 cr.)
    - PSY-P 389 (3 cr.)
    - PSY-P 425 (3 cr.)
    - PSY-P 430 (3 cr.)
- Select 1 from the following which satisfies the capstone requirement
  - PSY-P 481 (3 cr.)
  - PSY-B 454 (3 cr.)
  - PSY-P 426 (3 cr.)
  - PSY-P 435 (3 cr.)
  - PSY-B 482 (3 cr.)
- Select three (3) additional 300-400 level psychology elective courses(9 cr.)

Total (36 cr.)

Students must also complete the core requirements of the College of Arts and Sciences.

Recommended In addition to meeting departmental and general requirements, the department suggests that psychology majors take supporting courses in mathematics and the natural sciences. It is also important to obtain a broadly based education in the humanities, social sciences, and fine arts. Students should not concentrate all their electives in psychology or any other single subject area. Courses such as logic, philosophy, sociology, and computer science are especially appropriate. Prospective psychology students and/or majors are invited to discuss their interests with any member of the psychology faculty.

TSAP in Psychology - B.A.

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss of credit hours.

For more information on the TSAP in Psychology see Single Articulation Pathways - Indiana University Northwest.

Major in Psychology - Bachelor of Science (B.S.)

Purpose The Bachelor of Science in Psychology degree provides students with a rigorous general background in the field of psychology and allied disciplines. The degree is designed for students who wish to prepare for graduate or professional school training in psychology or related fields. The more extensive requirements in biology, chemistry, mathematics, and physics have been selected to optimize the student's future opportunities.

Learning Outcomes

- Comprehension of basic psychological principles and theories from a variety of sub-areas and an ability to apply these theories and principles in specific situations.
- Knowledge of the scientific method as it applies to behavioral research.
- A working understanding of data analysis including graphic presentation and statistic (parametric and nonparametric).
- An ability to communicate in writing the rationale, method, results, and significance of research in which the student was an active participant.

Psychology Requirements (Va) (36 cr.)

- PSY-P 103 (3 cr.) prerequisites for all courses
- PSY-P 211 (3 cr.)
- PSY-P 222 (3 cr.)
- PSY-K 300 (3 cr.)
- Area A
  - Select a minimum of 3 of the following
    - PSY-P 325 (3 cr.)
    - PSY-P 326 (3 cr.)
    - PSY-P 327 (3 cr.)
    - PSY-P 329 (3 cr.)
    - PSY-P 335 (3 cr.)
    - PSY-P 388 (3 cr.)
    - PSY-P 407 (3 cr.)

        - PSY-P 417 (3 cr.)
        - PSY-P 438 (3 cr.)
        - PSY-P 461 (3 cr.)
        - PSY-P 469 (3 cr.)
        - PSY-P 486 (3 cr.)

- Area B
    - Select a minimum of 2 of the following
        - PSY-B 322 (3 cr.)
        - PSY-P 303 (3 cr.)
        - PSY-P 314 (3 cr.)
        - PSY-P 316 (3 cr.)
        - PSY-P 319 (3 cr.)
        - PSY-P 320 (3 cr.)
        - PSY-P 324 (3 cr.)
        - PSY-P 339 (3 cr.)
        - PSY-P 389 (3 cr.)
        - PSY-P 425 (3 cr.)
        - PSY-P 430 (3 cr.)

- Select 1 from the following which satisfies the capstone requirement
    - PSY-P 426 (3 cr.)
    - PSY-P 435 (3 cr.)
    - PSY-P 481 (3 cr.)
    - PSY-B 454 (3 cr.)
    - PSY-B 482 (3 cr.)
- Select 2 additional 300-400 level psychology elective courses (6 cr.)
- Allied Disciplines Requirements (Vb) (20 cr.)
    - Non-psychology courses listed under the category Group IIIA at the 100 level or above, including at least 6 credits at the 200+ level and at least 2 laboratory courses

In addition to the preceding courses, the student is responsible for fulfilling the core requirements of the Bachelor of Science degree as established by the College of Arts and Sciences.

Major in Neuroscience - Bachelor of Arts (B.A.)

Neuroscience Program Objectives

When they successfully complete the Neuroscience program at Indiana University Northwest, students will:

1. Demonstrate a solid understanding of the concepts and methodologies of the interdisciplinary field of neuroscience on a molecular, cellular, systems, and behavioral level.
2. Read, analyze, and critically evaluate primary literature in neuroscience.
3. Clearly communicate scientific information in written and oral formats.
4. Demonstrate a clear understanding of the main research approaches, techniques, and topics in neuroscience by ethically designing and conducting experiments.

Neuroscience Requirements (68-69 cr.)

- PSY-P 103 General Psychology I (3 cr.)
- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 211 Methods of Experimental Psychology (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- BIOL-L 101 Introduction to the Biological Sciences I (with lab, 4 cr.)
- BIOL-L 211 Molecular Biology (3 cr.)
- CHEM-C 105/C125/C106/C126 General Chemistry I and II (with labs, 10 cr.)
- MATH-M 215 Calculus I (5 cr.)
- PHIL-P 393 Biomedical Ethics (3 cr.)
- CSCI-C 150 Procedures and Problem Solving (3 cr.)
- CSCI-C 201 Computer Programming II (4 cr.)
- Choose one basic non-neuroscience course from the following (4-5 cr.):
    - PHSL-P261, BIOL-L311 (with lab), BIOL-L 312 (with lab), CHEM-C 342/C344; MATH-M 216, PHYS-P201, PHYS-P 202, PHYS-P 221, PHYS-P 222

- Choose four advanced Neuroscience courses from the following (12 cr.):
    - PSY-P 407 Drugs and the Nervous System
    - PSY-P 329 Sensation and Perception
    - PSY-P 469 Stress Effects on Brain and Behavior
    - PSY-P 388 Special Topics in Experimental Psychology (approved topics)
    - PSY-P 486 The Neuroscience of Suicidal Behavior
    - BIOL-Z 466 Endocrinology
    - BIOL-L 318 Evolution
    - PHSL-P 417 Neurobiology

- Capstone/advanced lab (3 cr.): PSY-P 426 Laboratory in Behavioral Neuroscience

Total (68-69 cr.)

Students must also complete the core requirements of the College of Arts and Sciences.

Major in Neuroscience - Bachelor of Science (B.S.)

Neuroscience Program Objectives

When they successfully complete the Neuroscience program at Indiana University Northwest, students will:

1. Demonstrate a solid understanding of the concepts and methodologies of the interdisciplinary field of neuroscience on a molecular, cellular, systems, and behavioral level.
2. Read, analyze, and critically evaluate primary literature in neuroscience.
3. Clearly communicate scientific information in written and oral formats.
4. Demonstrate a clear understanding of the main research approaches, techniques, and topics in neuroscience by ethically designing and conducting experiments.

Neuroscience Requirements (68-69 cr.)

- PSY-P 103 General Psychology I (3 cr.)
- PSY-P 326 Behavioral Neuroscience (3 cr.)
- PSY-P 211 Methods of Experimental Psychology (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- BIOL-L 101 Introduction to the Biological Sciences I (with lab, 4 cr.)

- BIOL-L 211 Molecular Biology (3 cr.)
- CHEM-C 105/C125/C106/C126 General Chemistry I and II (with labs, 10 cr.)
- CHEM-C 341/CHEM-C 343 Organic Chemistry I (with lab, 5 cr.)
- MATH-M 215 Calculus I (5 cr.)
- PHIL-P 393 Biomedical Ethics (3 cr.)
- CSCI-C 150 Procedures and Problem Solving (3 cr.)
- CSCI-C 201 Computer Programming II (4 cr.)
- Choose one basic non-neuroscience course from the following (4-5 cr.):
  - PHSL-P261, BIOL-L311 (with lab), BIOL-L 312 (with lab), CHEM-C 342/C344; MATH-M 216, PHYS-P201, PHYS-P 202, PHYS-P 221, PHYS-P 222
- Choose four advanced Neuroscience courses from the following (12 cr.):
  - PSY-P 407 Drugs and the Nervous System
  - PSY-P 329 Sensation and Perception
  - PSY-P 469 Stress Effects on Brain and Behavior
  - PSY-P 388 Special Topics in Experimental Psychology (approved topics)
  - PSY-P 486 The Neuroscience of Suicidal Behavior
  - BIOL-Z 466 Endocrinology
  - BIOL-L 318 Evolution
  - PHSL-P 417 Neurobiology
- Capstone/advanced lab (3 cr.): PSY-P 426 Laboratory in Behavioral Neuroscience

Total (68-69 cr.)

Students must also complete the core requirements of the College of Arts and Sciences.

Minor in Psychology Requirements

Students who elect to minor in psychology must complete the following

- PSY-P 103 (3 cr.)
- Any 200+ level psychology course
- Select 3 additional courses in psychology at the 300 or higher level. (9 cr.)

Total (15 cr.)

Minor in Neuroscience Requirements

Students who elect to minor in neuroscience must complete the following

- PSY-P 103 (3 cr.)
- BIOL-L 101 with lab (4 cr.)
- Choose three advanced Neuroscience courses from the following (9 cr.):
  - PSY-P 326, PSY-P 329, PSY-P 469, PSY-P 388(approved topics), PSY-P 486, PSY-P 407, BIOL-Z 446, BIOL-L 318, PHSL-P 417

Total (16 cr.)

Sociology and Anthropology

Phone: (219) 980-6789
Website: http://www.northwest.iu.edu/sociology-anthropology/

Sociology

The Department of Sociology and Anthropology offers its sociology curriculum to undergraduate students who want to pursue the systematic study of society from the microlevel (the individual in society) to the macrolevel (the study of institutions). The department offers its anthropology curriculum to undergraduate students who want to acquire a global perspective on the nature and origins of human cultural and biological diversity. At the junior / senior level, some students may be eligible to enroll in independent study courses: (1) Individual Readings in Sociology and Anthropology (2) the Internship Program (where the student integrates a work experience with course work). Students graduating with a major in sociology or anthropology may enter graduate programs in sociology, anthropology, and social science; enter professional schools, such as law and social work; or enter careers requiring a bachelor's degree in the liberal arts. Both Sociology and Anthropology majors are encouraged to draw upon the resources of other departments in social and behavioral sciences, as well as the humanities and physical/natural sciences. Counseling on programs and career choices is available within the department.

The Department of Sociology and Anthropology maintains a chapter of Alpha Kappa Delta International Sociology Honor Society (Iota of Indiana Chapter). Students are selected on the basis of excellence in research.

Learning Outcomes

1. Develop a depth of content knowledge,
2. Practice sociological interpretation,
3. Appreciate and understand diversity in culture and belief,
4. Think critically,
5. Employ research and analysis methods, and
6. Communicate concepts and ideas with precision and clarity.

Major in Sociology Requirements - Majors (30 cr.)

- SOC S161 (3 cr.)
- SOC S230 (3 cr.)
- SOC S261 (3 cr.)
- SOC S262 (3 cr.)
- SOC S340 (3 cr.) capstone requirement
- Select any four additional sociology courses to include (12 cr.) at the 300-400 level
- Select any one additional sociology course (3 cr.)

Students must also complete the general requirements of the College of Arts and Sciences.

Major in Sociology with Concentration in Women's and Gender Studies Requirements - Majors (30 cr.)

- Select four Basic Sociology courses
  - SOC S161 (3 cr.)
  - SOC S230 (3 cr.)
  - SOC S261 (3 cr.)

- SOC S262 Methods (3 cr.)
- Select one course from the following Deviance/ Inequality courses
  - SOC S337 Women and Crime (3 cr.)
  - SOC S420 Topics in Deviance, when topic is women, such as Women and Deviance (3 cr.)
  - SOC S413 Gender Inequality (3 cr.)
- Select one course from the following Organization courses
  - SOC S310 Sociology of Women in America (3 cr.)
  - SOC S410 Topics in Social Organization when topic is women, such as Women and Religion (3 cr.)
  - SOC S376 Feminist Political Action (3 cr.)
- SOC S340 (3 cr.)
- Select electives in areas of Sociology / Anthropology Women's and Gender Studies
  - Select two appropriate courses at the 300-400 level such as
    - SOC S337 (3 cr.)
    - SOC S376 (3 cr.)
    - SOC S420 (3 cr.)
    - SOC S413 (3 cr.)
    - SOC S310 (3 cr.)
    - SOC S410 (3 cr.) when topic is women or gender
    - SOC S495 Individual Readings and Research when topic is women (3 cr.)
    - SOC S398 Internship in Behavioral Sciences, when agency serves women, such as battered women's shelters, women's transitional houses, etc. (3 cr.)

Outside Electives

- WOST 200 Introduction to Women's and Gender Studies (3 cr.)
- Select one WOST W400 course from the following
  - P460 / W400 Psychology of Women (3 cr.)
  - P432 / W400 Women and Madness (3 cr.)
  - Appropriate cross-listed courses from other disciplines (3 cr.)

- Students must also complete all the requirement for the regular B.A. in Sociology and College of Arts and Sciences B.A. general requirements.
- P432 / W400 Women and Madness (3 cr.)

TSAP in Sociology - B.A.

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss oc credit hours.

For more information on the TSAP in Sociology see Single Articulation Pathways - Indiana University Northwest.

Minor in Sociology

Requirements - Minor (15 cr.)

- SOC S161 (3 cr.)
- Select one from the following
  - SOC S163 (3 cr.)
  - SOC S164 (3 cr.)
  - SOC S230 (3 cr.)
- Select two 300 or 400 level sociology courses (6 cr.)
- Select any additional sociology course (3 cr.)

Total (15 cr.)

Anthropology

Anthropology gives students a holistic understanding of human existence in an ecological, evolutionary perspective. It studies the interrelationships of human biology and human behavior, particularly that behavior which we call culture, both in the past and in the present. In its four traditional subfields of cultural anthropology, physical anthropology, archaeology, and linguistic anthropology, it covers all the aspects of being human, making use of almost all of human knowledge. Anthropology is also the only discipline that focuses on the study of the origin and nature of human biological and cultural diversity. Courses in anthropology are thus of value to students in virtually all fields; they relate those disciplines to a broader view of humankind as a whole.

Learning Outcomes

Students majoring in anthropology will be able to:

- Describe how evolutionary and historical processes have shaped primates and human ancestors and lead to the biological, behavioral, and cultural diversity seen in the present.
- Describe how cultural systems construct reality differently for various human groups.
- Describe how varying types of data are collected, analyzed, synthesized and interpreted to achieve these first two goals.
- Communicate anthropological knowledge effectively through written, oral and data presentation in varying formats for diverse audiences.
- Discuss human diversity and how knowledge about human diversity should lead to a better understanding of and therefore respect for people whose culture differs from ours.

Major in Anthropology
Requirements - Majors (33 cr.)

- ANTH A104 (3 cr.)
- ANTH A105 (3 cr.)
- ANTH A201 (3 cr.)
- Select 1 of the following Research Methods Courses
  - ANTH E404 Field Methods in Ethnography (3 cr.)
  - ANTH E423 Life Histories (3 cr.)
- ANTH A360 capstone requirement (3 cr.)
- Select 1 400-level Seminar Experience course such as
  - ANTH E400 (3 cr.)
  - ANTH E445 (3 cr.)
  - ANTH B400 (3 cr.)
  - ANTH B466 (3 cr.)
  - Or others to be offered
- Select any 3 elective courses in Anthropology at or above the 300-level (9 cr.)

- Any course can fulfill only one of the requirements listed above
- 15 credit hours of the courses taken in the major must be at the 300 level

Total (33 cr.)

Minor in Anthropology
Requirements - Minor (15 cr.)

Select 5 (3 cr.) courses including

- ANTH-A 104 (3 cr.)
- ANTH-A 105 (3 cr.)
- Select any two 300- or 400- level courses (6 cr.)
- Select any one more 3 cr. Anthropology course

Courses
- Anthropology
- Sociology

Women's and Gender Studies
Phone: (219) 980-6714
Website: http://www.northwest.iu.edu/women-and-gender-studies/

About the Women's and Gender Studies Program
Women's and Gender Studies is an interdisciplinary program focusing on the importance of gender as a category of social analysis. Women's and Gender Studies courses consider gender systems across cultures, examining the way those systems develop, function, and change. Women's and Gender Studies draws upon a variety of academic disciplines.

A Women's and Gender Studies minor, Certificate in Women's and Gender Studies, or Bachelor of Arts degree with a major in Psychology or Sociology and a concentration in Women's and Gender Studies provides a valuable foundation for students entering the workforce. Women's and Gender Studies courses will benefit those who enter jobs in business, education, nursing, and public affairs, as well as those who study traditional fields such as history, social work, sociology, psychology, the arts, and literature. Most of the courses in the program satisfy distribution requirements.

Minor in Women's and Gender Studies
Requirements - (15 cr.)

The Minor in Women's and Gender Studies consists of a minimum of 15 credit hours, distributed as follows: 6 credit hours of core courses and 3 credit hours from Women in Diverse Cultures, 3 credit hours from Women in the Social Sciences, and 3 credit hours from Women in the Humanities.

Core courses (6 cr.)

- Either W200 Women in American Society (3 cr.) OR W201 Women in American Culture (3 cr.) (students cannot get credit for both)
- W400 or W401 Topics in Women's and Gender Studies (3 cr.)

The remaining 9 credit hours should be selected from the Electives.

Electives

- Women in Diverse Cultures (3 cr.)
  - WGS-W301 Global Perspectives of Gender (3 cr.)
  - WGS-W 301 International Perspectives on Women (3 cr.)
  - AAAD-A 210 Women in the African Diaspora (3 cr.)
  - AAAD-A 406 Literature by American Women of Color (3 cr.)
  - AAAD-A 410 The Black Woman and the Afro-American Experience (3 cr.)
  - SPAN-S490 Topic: The Latino Woman (3 cr.)
  - CMLT-C 340 Women in World Literature (3 cr.)
  - SPAN-S 284 Women in Hispanic Culture (3 cr.)
  - SPAN-S 470 Women in Hispanic Literature (3 cr.)
  - WGS-W 302 Issues in Women's and Gender Studies: The Afro-Caribbean Experience (3 cr.)
- Women in the Social Sciences (3 cr.)
  - WGS-W 300 Topics in Women's and Gender Studies (3 cr.)
  - WGS-W 400 Topics in Women's and Gender Studies (3 cr.)
  - WGS-W 400 Topics in Women's and Gender Studies: Feminist Political Action (3 cr.)
  - WGS-W 400 Topics in Women's and Gender Studies: Gender Inequality (3 cr.)
  - WGS-W 400 Topics in Women's and Gender Studies: Women and Crime (3 cr.)
  - WGS-W 400 Topics in Women's and Gender Studies: Gender and Corrections (3 cr.)
  - WGS-W 480 Women's and Gender Studies Practicum (3 cr.)
  - AAAD-A 210 Women in the African Diaspora (3 cr.)
  - AAAD-A 410 The Black Woman and the Afro-American Experience (3 cr.)
  - SPAN-S 490 Topic: The Latino Woman (3 cr.)
  - SPAN-S 470 Women in Hispanic Literature (3 cr.)
  - SOC-S 310 The Sociology of Women in America (3 cr.)
  - SOC-S 337 Women and Crime (3 cr.)
  - SOC-S 376 Feminist Political Action (3 cr.)
  - SOC-S 410 Topics in Organization: Women and Work (3 cr.)
  - SOC-S 413 Gender Inequality (3 cr.)
  - SPCH-S 450 Gender and Communication (3 cr.)
  - SPCH-S 427 Cross-cultural Communication (3 cr.)
  - SPEA-V 450/V 550 Inside Out Prison Exchange Offender Re-entry (3 cr.) (when topic is women or gender)
  - WGS-W400 Topics in Women's and Gender Studies: Gender Inequality
  - WGS-W400 Topics in Women's and Gender Studies: Feminist Political Action (SOC 431)
- Women in the Humanities (3 cr.)
  - WGS-W 207 Women in Literature (3 cr.)

- WGS-W 302 Issues in Women's and Gender Studies: Afro-Caribbean Experience (3 cr.)
- WGS-W302 Issues in Women's and Gender Studies: Women in Literature (3 cr.)
- WGS-W302 Issues in Women's and Gender Studies: Women in American Politics (3 cr.)
- WGS-W302 Issues in Women's and Gender Studies: Gender, Myth and Movies (3 cr.)
- WGS-W 302 Issues in Women's and Gender Studies: Gender in French Cinema (3 cr.)
- WGS-W 401 Issues in Women's and Gender Studies: Literature by Women of Color (3 cr.)
- WGS-W 401 Issues in Women's and Gender Studies: Modern American Women (3 cr.)
- WGS-W 302 Issues in Women's and Gender Studies: Women's Human Rights (3 cr.)

- CMLT-C 340 Women in World Literature (3 cr.)
- ENG-L 207 Women in Literature (3 cr.)
- ENG-L 249 Gender and Sexuality in Literature (3 cr.)
- ENG-L 381 Recent Writing (3 cr.) (When topic is women/gender)
- ENG-L 440 Seminar in English and America Literature (3 cr.) (When topic is women/gender)
- SPAN-S 470 Women in Hispanic Literature (3 cr.)
- HIST-B 305 History of the Sexual Revolution (3 cr.)

The course taken to fulfill the requirement of Women in Diverse Cultures cannot be used to fulfill the requirements in Women in the Social Sciences and Women in the Humanities.

Additionally there is another minor offered in English with a concentration in WGS. More information about it can be found https://www.northwest.iu.edu/english/degrees/minors-in-english.htm.

Undergraduate Certificate in Women's and Gender Studies

The Certificate offers students a focused program in an interdisciplinary course of studies dealing with women's experiences, issues related to gender, gender identity, roles and relationships, and the impact of these elements on life and society. The Certificate is open to both degree-seeking and non-degree-seeking students. Many professionals in business, psychology, social services, medical, and legal professions find that training in Women's and Gender Studies enhances the practice of their profession.

Students may enter the program in two different ways. Degree-seeking and non-degree-seeking students should contact the WGS Director. They will then discuss the student's career goals and needs and select a set of courses that will best satisfy those goals. Degree-seeking students should be in good standing within the university and have a minimum GPA of 2.0.

Requirements - (18 cr.)

- Core Courses (6 cr.)
  - W200 or W201 (3 cr.)
  - W480 (3 cr.)
- Select courses across 3 categories (12 cr.)
  - Women in Diverse Cultures
  - Women in the Social Sciences
  - Women in the Humanities
- At least 9 credit hours of the certificate must be completed on the Indiana University Northwest campus.
- Students are required to obtain a grade of C or better for all courses used in the Certificate.
- Students may receive either a minor or Certificate in Women's and Gender Studies, but not both.

Bachelor of Arts in Sociology - Concentration in Women's and Gender Studies

The Bachelor of Arts degree in sociology with a concentration in Women's and Gender Studies provides a solid background in sociology along with a focus on the sociology of women and gender issues.

Requirements - (30 cr.)

- SOC S161
- SOC S230
- SOC S261
- Select one Methods course from the following
  - SOC-S 262
  - SOC-S 254
- Select one Deviance / Inequality course from the following
  - SOC-S 337 Women and Crime
  - SOC-S 420 Topics in Deviance (when topic is women or gender, such as Women and Deviance)
  - SOC-S 413 Gender Inequality
- Select one Organization course from the following
  - SOC-S 310 Sociology of Women in America
  - SOC-S 410 Topics in Social Organization (when topic is women and gender, such as Women and Religion)
  - SOC-S 376 Feminist Political Action
- Select one Theory course from the following
  - SOC-S 340
- Select elective courses in areas of sociology / anthropology / Women's and Gender Studies
  - Select two appropriate additional courses at the 300-400 level from the following
    - SOC S337
    - SOC S376
    - SOC S420
    - SOC S310
    - SOC S410
    - SOC S413
    - SOC S431
    - and / or any of S495 Individual Readings and Research when topic is women or gender
    - S398 Internship in Behavioral Sciences, when agency serves women, such as shelters for battered persons, women's transitional houses, etc.

Total (30 cr.)

Outside Electives

- WGS-W 200 Introduction to Women's and Gender Studies
- Select one WGS-W 400 course such as
  - SPCH-S 450 Gender and Communication
  - AFRO-A 410 The Black Woman and the Afro-American Experience
  - Appropriate cross-listed courses from other disciplines

Total (30 cr.)

In addition to the preceding courses, the student is responsible for fulfilling the general requirements of the B.A. degree as established by the College of Arts and Sciences.

General Studies Program

Administrative Officers

Mark Hoyert, Ph.D., *Dean*
Jonathyne Briggs, Ph.D., *Associate Dean*Kathy Spicer, M.A., *Academic Advisor*

General

The Bachelor of General Studies (BGS) is a liberal arts degree without a specific major. It provides students with a broadly-based, multidisciplinary education while emphasizing the liberal arts and sciences. Students are required to complete three Major Areas of Learning, an Area of Concentration, and both Arts and Sciences and general electives. The program allows the student the option to utilize professional and technical courses as electives. The student takes an active role in customizing a Plan of Study that will form the basis for achieving personal and career goals.

The B.G.S. degree consist of two parts: (1) course work that must be done in broad categories, called "required areas of learning," and (2) course work that can be done in any school, division, or program of the university, called "elective credit." The three required areas of learning are arts and humanities, science and mathematics, and social and behavioral sciences. They provide students with a broad exposure to the humanities and the sciences. Electives permit students to explore other areas of interest and to tailor the degree to their individual needs.

Learning Outcomes

1. Gain foundational knowledge across the humanities, social and behavioral sciences, and physical and life sciences.
2. Build critical thinking skills.
3. Learn how to synthesize, process, and analyze information.
4. Write effectively at college-graduate level
5. Speak effectively at college graduate level

Admission

General Admission Requirements

The general studies degree programs are open to all qualified high school graduates or individuals with the appropriate General Educational Development (GED) certificate.

For information how to apply for any of the programs in General Studies please contact the Office of Admissions.

Academic Standards

Course requirements:

- Minimum of 120 credit hours and overall Indiana University grade point average of 2.0 is required for graduation
- Minimum of 30 Indiana University credit hours
- Minimum or 20 credits hours residency, after admission to the General Studies program, with a GPA of 2.0
- Maximum of 21 credit hours in a single Arts & Science subject area and 30 credit hours in a professional school
- Minimum of 30 credit hours of upper level (300/400) courses
- Minimum grade of C- in Major Areas of Learning and Area of Concentration
- Competencies to include the following
  - ENG W131 – Elementary Composition
  - SPCH S121 – Public Speaking
  - GNST G203 - Introduction to General Studies
  - Intensive writing (2 Intensive Writing courses needed)
  - MATH M100 or higher (including M111 & T101)
  - Computer science
  - Science course with a lab
  - Diversity class
  - GNST G408 General Studies Capstone

Awards and Distinctions

Scholastic Honor Society

Omicron Sigma Delta is a liberal arts scholastic honorary society based on the same criteria as those used by the prestigious national honorary scholastic society, Phi Beta Kappa. Candidates are selected on the basis of high scholarship and good character.

Graduation with Distinction

The General Studies Program recognizes outstanding performance in coursework by awarding degree with three levels of distinction. In order to graduate with distinction, students must have 60 graded IU credit hours.

The levels of distinction, which are printed on the IU diploma, are determined by the following grade point averages:

- 3.50-3.74 distinction
- 3.75-3.89 high distinction
- 3.90-4.00 highest distinction

Required Areas of Learning

Areas

- Arts and Humanities
- Capstone Experience
- Electives
- Science and Mathematics
- Social and Behavioral Sciences

The subject fields grouped under the three areas of learning follow. Similar subject fields from other colleges and universities may be applied toward fulfilling the area requirements.

Science and Mathematics

- Anatomy and physiology
- Astronomy
- Biology
- Biochemistry
- Chemistry
- Computer Science
- Environmental Science
- Geography
- Geology
- Informatics
- Mathematics
- Microbiology
- Neuroscience
- Physics

Other disciplines may qualify to fulfill the areas of learning and concentration. Please check with a General Studies advisor.

Arts and Humanities

- English
- Fine arts
- History
- Foreign language courses
- Minority studies
- Philosophy
- Religious studies
- Speech and communication
- Theatre and drama

Other disciplines may qualify to fulfill the areas of learning and concentration. Please check with a General Studies advisor.

Social and Behavioral Sciences

- Anthropology
- Economics
- Geography
- Minority Studies
- Political science
- Psychology
- Sociology
- Speech and communication
- Sustainability Studies

Other disciplines may qualify to fulfill the areas of learning and concentration. Please check with a General Studies advisor.

Electives

Students may select any of the courses offered by Indiana University or other schools to fulfill elective requirements. Students are encouraged to consult with their advisors and to concentrate their elective course work in subject fields related to their primary academic interest, a second area of expertise, and personal interests. Students are also encouraged to focus their learning by selecting up to three minors available from the College of Arts and Sciences, the School of Business and Economics, the College of Health and Human Services,and the School of Public and Environmental Affairs.

Capstone Experience

The General Studies Degree Program requires course work leading to a capstone experience. Completing a capstone experience enables you to demonstrate accomplishments in undergraduate education. It allows you to apply both academic and real-world experiences to the principles of undergraduate learning, thereby enabling you to understand the educational philosophy of a multidisciplinary education. Contact your general studies advisor for details.

Degree Requirements

Students in the General Studies program can obtain a bachelor degree, a second bachelor degree or a cetificate (30 credit hour) degree. Requirements for all three are given below.

Bachelor of General Studies (B.G.S.) Requirements

Major Areas of Learning

- Arts & Humanities (12 credit hours in at least 2 disciplines)
- Science & Math (12 credit hours in at least 2 disciplines)
- Social & Behavioral Sciences (12 credit hours in at least 2 disciplines)
- Area of Concentration

Students must select one of the three major areas of learning (Arts & Humanities, Science & Math or Social & Behavioral) and take an additional 18 credit hours in at least 2 disciplines

Electives

66 credit hours total (with a minimum of 15 credit hours in the Arts & Sciences)

Total (120 cr.)

Other Requirements

Students must meet the 120 credit hour graduation requirement of the B.G.S. degree by satisfying the following:

1. At least 69 credit hours of course work in the arts and sciences must be completed. No more than 21 of these credits may be taken in a single Arts and Sciences department or subject area.

2. No more than 30 of 51 credit hours allowed for course work outside the arts and sciences may be taken in any one school or technical program. (No more than 27 credit hours from the School of Business and Economics)

3. At least 30 credit hours of course work of the required 120 credits must be taken within the Indiana University campuses.

4. At least 20 credit hours of course work applied to the B.G.S. degree must be taken after the student is admitted to the General Studies Degree Program. These should be IU credit hours.

5. At least 30 credit hours of the required 120 credit hours must be taken at the upper-division level. Upper-division course work is numbered in the 300s and 400s.

6. In order to apply courses to the required areas of learning, a grade of C- or higher must be achieved in IU courses.

7. In order to graduate, a student must have a General Studies Degree Program and Indiana University grade point average of at least 2.0.

Bachelor of General Studies (ONLINE)

The Online Bachelor of General Studies provides a multidisciplinary course of study that fulfills traditional university requirements in liberal arts and sciences while enabling you to meet your specific goals. It is a fully accredited, broad-based liberal arts degree without a specific major.

As a student in the program, you must complete requirements in three learning areas: arts and humanities, science and mathematics, and social and behavioral sciences. In consultation with your academic advisor, you also complete electives that allow you to tailor your general studies degree to your individual needs. You receive a broad range of skills and knowledge that can further your current career and/or prepare you for professional programs or graduate school. To graduate with the Online BGS degree, you must complete the same requirements as those for the on-campus BGS degree.

Degree Requirements

To graduate with the BGS, you must complete a total of 120 credit hours.

Requirements are broken down as follows:

- Arts and Humanities (minimum 12 credit hours)
- Math and Science (minimum 12 credit hours)
- Social/Behavioral Science (minimum 12 credit hours)
- Concentration (minimum of 18 additional credit hours in one of the preceding areas)
- Electives (minimum of 15 credits in Arts and Sciences and 51 credits of general electives

You must demonstrate competency by taking classes in English composition, two intensive writing courses, speech, mathematics, computer science, a science with a lab, a diversity course, and a General Studies capstone. At least 30 credit hours must be taken at the 300-400 level. You may earn up to three minors in such fields as biology, sociology, business administration, and health system administration.

The General Studies Degree Program allows credit to be awarded through independent study, distance learning, credit-by-examination, self-acquired competency (credit by portfolio), and American Council on Education (ACE) recommended programs through the military. Through these features, the program provides the convenience, flexibility and individualized learning experience that will allow the student to complete their degree requirements.

Requirements for a Second Bachelor's Degree

Normally, the holder of a baccalaureate degree who wishes to pursue a further educational goal is encouraged to become qualified for admission to a graduate degree program. In certain cases, however, a student may be admitted to candidacy for the B.G.S. degree.

After admission to the General Studies Degree Program, bachelor's degree candidates must earn

- At least 30 credit hours of the required 120 from Indiana University if they have not previously earned credit from the Indiana University system
- A minimum of 20 credit hours acceptable for the B.G.S. degree after admission to the General Studies Degree Program
- All requirements for the Bachelor of General Studies degree

Recognition of Previously Earned Credit

Many students in the General Studies Degree Program have previously earned academic credit at Indiana University or at other institutions. They may also apply other forms of credit, including test credit, military credit, and credit for prior learning (CPL).

Credits from Indiana University

Please see the BGS academic advisor for details on credit by examination.

Credits Eligible for Transfer from Institutions Other than Indiana University

A maximum of 90 credit hours at a four-year institution, other than Indiana University, can be applied to the B.G.S. degree, provided that grades are at least C. In order for transfer credit to be applied to any of the required areas of learning, courses taken must be equivalent in nature to those offered by Indiana University in these areas. Courses taken at another institution in which the student received the grade of C– or below will not be transferable for credit. In addition, there is a 64 credit hour maximum for courses applied toward the B.G.S. degree from community and junior colleges.

Students who have been dismissed from another postsecondary institution cannot be admitted to the General Studies Degree Program until at least one calendar year has passed since the date of dismissal.

University regulations require that the admissions office indicate on the credit transfer report any deficiencies in grade point average (grade point average below 2.0 on a 4.0 scale) at another institution.

Credit by Examination at 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.

Military Service and Law Enforcement Credit

Veterans of military service and military and law enforcement personnel on active duty are eligible for academic credit as a result of their 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. Copies of official discharge, separation papers, certificates of completion (in-service schools), or transcripts must be submitted as a basis for granting credit. Consult the BGS advisor for details.

Bachelor of Applied Science

The Bachelor of Applied Science (BAS) is an interdisciplinary degree designed for students who have completed an Associate of Applied Science (AAS) degree and who would benefit from a Bachelor's degree for career or personal advancement. The BAS gives students the unique opportunity to apply sixty of their technical AAS credits to an Indiana University bachelor's degree. Since the credits accumulated in these types of programs do not readily transfer to traditional baccalaureate programs, the BAS degree was designed to provide students with an opportunity to advance their professional skills. The BAS is a very flexible degree. Every student could design his or her own program of study. Students will work closely with an academic advisor to select a set of classes that best fits his or her individual needs. Not only can students build a unique curriculum that aligns with his or her educational and career goals, but students can complete the degree while taking only classes on campus, taking only classes offered online, or any combination of the above. The BAS degree is a joint degree program by all five IU-managed regional campuses. The joint degree format permits the campuses to share faculty resources and thereby provide educational opportunities to students in their regions that those students might not otherwise have. Students may take BAS courses from any of the five campuses and have those courses apply to their BAS degree at their home campus.

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 four tracks: Health Care Management, Informatics, Sustainability, 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.

I. 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 A200 Foundations of Accounting
- BUS A201 Introduction to Financial Accounting
- BUS A202 Introduction to Managerial Accounting

Core Learning Outcome 2: Demonstrate knowledge and skills in economics

Complete one of the following classes:

- ECON E200 Fundamentals of Economics: An Overview*
- ECON E103 or ECON E201 Introduction to Microeconomics*
- ECON E104 or ECON E202 Introduction to Macroeconomics*
- *ECON-E201 & E202 have a pre-req of MATH-M117 or MATH-M105.
- ECON-E103 and E104 do not have any pre-reqs
- BUS G300 Intro to Managerial Economics and Strategy**
- **(P: MATH-M 118, ECON-E270, E103, E104, BUS-P301)
- POLS Y359 Economics and Public Management

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
- BUS D300 International Business Administration
- BUS D301 The International Business Environment(P: ECON-E300 or E201 & E202)
- POLS Y379 Ethics and Public Policy
- POLS Y380 Ethics for Public Organizations
- POLS Y403 Legal Issues in Public Bureaucracy
- PHIL P306 Business Ethics
- PHIL P393 Biomedical Ethics(P: ECON-E300 or E201 & E202)
- HIST B391 Themes in World History
- HIST G369 Modern Japan
- HIST G385 Modern China
- HIST G387 Contemporary China
- HIST G410 China Japan US , 20th & 21st Century

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

Complete one of the following classes:

- BUS Z300 or BUS Z301 Organizational Behavior & Leadership
- BUS Z302 (P: PSY-P103 & SOC-S100) Managing and Behavior in Organizations
- BUS W301 Management & Organization Theory
- POLS Y358 Human Behavior and Public Organizations
- POLS Y357 Public Personnel Management

- BUS Z440 Personnel - Human Resource Management

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

Complete one of the following classes:

- BUS M300 Introduction to Marketing
- BUS M301 Introduction to Marketing Management (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 S427 or CMCL C427 Cross Cultural Communication
- SPCH C380 or SPCH S440 or CMCL C440 Organizational Communication

II. BAS Tracks (12 cr)

As a BAS student, you must choose from one of four tracks: healthcare management, sustainability studies, informatics and individualized.

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:

- PAHM H320 or SPEA H320 Health Systems Administration
- SPEA V450 Medical Ethics
- HSCI H415 Global Child and Adolescent Health
- PAHM B311 Systems of Health Care Delivery
- PAHM B320 Global Systems of Health Care Delivery
- BUS H320 Systems of Health Care Delivery

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:

- SPEA H452 Health Disparities
- PAHM H441 or SPEA H441 Legal Aspects of Health Care
- PAHM W314 Ethics for Health Professionals
- PAHM H474 Health Administration and Policy
- BUS H411 Management of Long-Term Care Facilities
- BUS H402 Hospital Organization and Management
- BUS H352 Health Care Financial Management

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-H315 Consume Health
- PAHM H354 or AHSC-H350 or BUS H354 Economics of Health Care
- PAHM H352 Health Finance and Budgeting

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:

- SPEA H322 Principles of Epidemiology
- PAHM H371 or SPEA H371 or HR Management in Health Care Facilities
- SPEA H402 Hospital Administration
- AHLT M366 Leadership for Health Professionals
- PAHM H401 Strategic Planning for Health Care Organizations

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

Complete one of the following:

- PAHM-B499 Health Management Capstone
- SPEA H474 Health Capstone

B. Sustainability Track

Track 1: Required

- SUST-C301 Foundations of Sustainability

Track 2: Choose Two

- GEOG-G 315 Environmental Conservation (online)
- GEOG-G 338 Geographic Information Systems (online)
- GEOL-G 476 Climate Change Science (online)
- GEOL-G 478 Global Change, Food, & Farming Systems
- SUST-S 400 Energy: Sources and Needs (online)
- POLS-Y 308 Urban Politics (online)
- POLS-Y 346 Politics of the Developing World (online)
- SOC-S 308 Global Society (online)
- SOC-S419 Social Movements and Collective Action
- SUST-C340 Sustainability in the Social and Behavioral Sciences
- SUST-C350 Sustainability in the Arts and Humanities

Track 3: Required, Capstone

- SUST-C490 Capstone in Sustainability

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-S4OO Workshop in Special Topics
- BAS Individualized Capstone is also required.

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. INFO-C100

- INFO-C112
- INFO-C210
- INFO-C211
- INFO-C300
- INFO-C413

Graduate

Administrative Officers

Mark Hoyert, Ph.D., *Dean College of Arts and Sciences*
David Klamen, M.F.A., *Dean School of the Arts*

Jonathyne Briggs, Ph.D., *Associate Dean*
Kristin Huyksen, Ph.D., *Associate Dean*

Mary Hackett, *Director of Finance and Planning*

Sherri Sosh, *Courses and Contracts Manager*

Bhaskara Kopparty Rao, Ph.D., *Chair, CIS*
Patrick Johnson, Ph.D., *Coordinator, Communication*
Dan Kelly, Ph.D., *Chair, Chemistry*

Brian O'Camb, Ph.D., *Chair, English*
Scooter Pegram, Ph.D., *Director, MLS and Chair Modern Languages*
Axel Schulze-Halberg, Ph.D., *Chair, Mathematics*
Harold Olivey, Ph.D., *Chair, Biology*
Gianluca Di Muzio, Ph.D., *Chair, History, Political Science and Philosophy*

Website: www.northwest.iu.edu/coas/
Phone: (219) 980-6789

Overview

The College of Arts and Sciences offers multiple Masters degree programs.

Master of Liberal Studies

The Master of Liberal Studies (M.L.S.) program is unique. It does not provide a rigid schedule of courses or focus on one particular specialty. It is inherently interdisciplinary. It is designed for students who love to learn new ideas and discuss them with others. It is designed for students who are curious about the world – about art, literature, science, politics, human nature and history. It is for people who want to explore new worlds and who enjoy meeting others who want to join the expedition. It is designed for students who wish to combine several academic areas into one tailored degree program. Students select a sequence of graduate level courses to create their own path of study. It allows students to explore questions of enduring concern and contemporary urgency in the arts, humanities, behavioral sciences, social sciences, life sciences, and physical sciences. In doing so, the program provides students with opportunities to engage their curiosity in an intellectual exploration of the world of ideas. The rewards of the pursuit of knowledge go beyond intellectual satisfaction. Students will gain fresh perspectives and will hone the creative, critical thinking, decision making, analytical, and communication skills that are so valued in today's workplace. Uniquely among graduate programs, the M.L.S. helps students understand the broader context of their ideas, path of study, and fields of work, learn to analyze problems from a variety of perspectives, will stimulate students to find connections between their studies and their personal and professional lives, and encourages a lifelong commitment to learning, free inquiry and the life of the mind.

Master of Science in Computer Information Systems

The Master of Science in Computer Information Systems program is designed for students who desire to advance their careers in information technology. The Master of Science (MS) in Computer Information Systems (CIS) consists of 30 credit hours. A project/internship component of 3 credit hours is part of the core requirements. Students will complete all the core requirements of 18 credit hours and choose 12 credit hours of electives offered based on faculty expertise and market demands. A full-time student could complete the Master's degree in two years.

Master of Arts in English

This 100 percent online, consortial program is taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

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.

Master of Arts in History

This 100-percent online program is taught by IU East, IU Bloomington, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

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. Gain graduate-level historical knowledge, critical thinking skills, and techniques for clear and persuasive writing. 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.

Master of Arts in Political Science

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

The IU Online Master of Arts in Political Science offers instruction in the approaches and methods political scientists use to analyze and explain political institutions and behavior.

Read, interpret, and evaluate literature in the political science discipline. 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. Trace

the influence of major theories and themes in political thought, and conduct empirical social science research.

Tailor your degree to your professional interests by choosing one of two tracks: World politic or American politics.

Master of Arts in Teaching- 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.

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.

Master of Arts in Teaching - Chemistry

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IU Kokomo, IU Northwest, and IU Southeast.

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.

Master of Arts in Teaching - French

This 100 percent online program is taught by IU Bloomington, IU East, IUPUI, IU Northwest, and IU Southeast.

The IU Online Master of Arts for Teachers in French combines coursework in education and French to prepare you to be a dual-credit instructor at the high school and community college levels. Deepen your proficiency in French through advanced graduate coursework and gain a comprehensive understanding of Francophone cultures and of French as a living language. Study and practice various language teaching methodologies, thereby improving your instructional skills and your students' learning outcomes.

Master of Arts in Teaching - 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.

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.

Master of Arts in Teaching - Mathematics

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

The IU Online Master of Arts for Teachers in Mathematics combines coursework in education and mathematics 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.

Master of Arts in Teaching - 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.

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.

Graduate Certificates

Graduate certificates are available online in Biology, Chemistry, Communication Studies, Political Science, History, Spanish, Literature, Language and Literature and Mathematics. These 18 cr. certificates are designed 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.

Policies and Procedures

The general regulations and policies detailed in this bulletin apply to all students in the college's graduate and post-baccalaureate programs.

General Scholarship Rule

Any student who does not possess the necessary preliminary training or who lacks other qualifications may be required by the college to enroll in such courses designated by the college or other corrective actions as is necessary or desirable. The college may review a student's record at any time and take whatever actions seem necessary for the best interest of that student or the college. Any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the college.

Academic Regulations

Students must have their programs of study approved by the program director.
Courses at the 300 or 400 level that are available to be taken for graduate credit as a graduate level class will include additional assignments beyond those required

for undergraduate credit. Enrollment in such courses requires the approval of the instructor and of the program director. It is sometimes possible for a student to take a graduate level course at IUN or elsewhere that can count as an elective in the graduate program; permission for this must be given by the program director before the student registers. Students who have graduate course credits before they enroll in one of the graduate programs may have some credits transferred into the program, but such transfers of credits will not be considered until the student has demonstrated satisfactory progress in their current program. Courses used for another degree or certificate cannot also be used to satisfy graduate program requirements.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B-(2.7) will be counted toward the degree. Students are required to retain good academic standing, i.e., to maintain a GPA of at least 2.7. Failure to maintain good standing may result in dismissal from the program. Students whose GPA falls below 3.0 are considered to be on probation; they must earn at least a B- in each of their next two classes with a 3.0 GPA in those two classes in order to continue in the program. Other academic regulations and policies are established by the Graduate Studies Committees of the College of Arts and Sciences. Students should consult their program director for further information.

Master of Liberal Studies Admission

Students are admitted to the Master of Liberal Studies program by the M.L.S. Committee of the College of Arts and Sciences. To be considered for admission, students must hold a bachelor's degree from an accredited institution and should have obtained an undergraduate grade point average of at least 3.0. Students with a GPA slightly below 3.0 for a recent degree may be admitted on probation, as well as students with a lower GPA who are returning to college after a long absence with a fresh motivation to learn. Students admitted on probation must earn at least a B- in each of their first two classes with a 3.0 GPA in order to continue in the program. The goal is to select applicants who can successfully complete graduate study and for whom the MLS program will prove to be enriching.

Learning Outcomes

Upon graduation, all MLS graduates from IU Northwest should be able to:

- Write at an advanced level, both professionally and academically in the discipline of their focused studies, as well as in general (which is a skill that they can use in their career)
- Have the capacity and ability to engage with their professional and scholarly peers and to present new ideas. This includes having the advanced ability to contribute new ideas and to connect with their peers and others in their classes and community.
- Deconstruct various theories and practices in order to create and answer critical questions based on a variety of different subjects in the Humanities or Sciences.
- Demonstrate ethical and effective oral and written communication, appropriate to chosen audience and context.
- Demonstrate all aspects of critical inquiries (both written and visual) that are concentrated on the historical, theoretical, and critical issues/subjects that pertain to the student's chosen disciplines of study in the liberal arts.
- Become advanced critical thinkers. This means, graduates will be able to Identify, analyze, and evaluate important subjects and topics of their community and our world because of the various experiences and perspectives they obtained through the foundational disciplinary knowledge as discussed and presented in their courses.
- Become better citizens and leaders in their local community (and their career).

Academic Curriculum

The M.L.S. requires the completion of at least 11 courses (minimum of 33 credits). Early in their programs, students take a proseminar as introduction to graduate liberal studies and interdisciplinary methodology, and at least three core seminars, one each in the humanities, the sciences, and the social sciences. Seminars combine detailed study of a particular topic with a broad interdisciplinary examination of ways of understanding. The M.L.S. program draws on faculty with diverse expertise to explore topics through a multidisciplinary approach. The program is designed to allow students flexibility to fashion a course of study that blends their interests, talents and experience. Students, under guidance of their faculty advisor, may choose graduate courses and seminars in a variety of disciplines within the College of Arts and Sciences. If the student chooses, the program can culminate with a thesis or alternative project that will grow out of the information and methodologies acquired throughout the course work.

Proseminar (required)

- LIBS D510 Introduction to Graduate Liberal Studies (3 cr.)

Core Seminars (all three required)

Each of the core courses is a graduate seminar combining detailed study of particular topics with broad interdisciplinary perspectives. These courses give students the opportunity to explore the connections that exist among the diverse discipline and perspectives that define contemporary knowledge. Students may repeat core seminars (each may be taken up to two more times with a different topic).

- LIBS D501 Humanities Seminar Core Seminar (3 cr.)
- LIBS D502 Social Sciences Seminar Core Seminar (3 cr.)
- LIBS D503 Science Seminar Core Seminar (3 cr.)

Electives (no specific requirements)

Electives offer students a wide variety of choices with which to create programs of study suited to their individual interest. These elective courses may be selected to build support and background for the graduate project, or to

enable students to more ably participate in the public intellectual, artistic, and cultural life of their communities.

- LIBS D511 M.L.S. Humanities Elective (3 cr.) may each be repeated (with different topics) as many times as needed to complete the students' goals
- LIBS D512 M.L.S. Social Science Elective (3 cr.) may each be repeated (with different topics) as many times as needed to complete the students' goals
- LIBS D513 M.L.S. Science Elective (3 cr.) may each be repeated (with different topics) as many times as needed to complete the students' goals
- LIBS D514 Graduate Liberal Studies Overseas Study (max 6 cr.)
- LIBS D594 Liberal Studies Directed Readings (max 6 cr.)
- LIBS D596 Liberal Studies Independent Research (max 6 cr.)
    - M.L.S. students may take no more than a total of 6 credit hours of D594 and D596 combined.

- LIBS D501 Humanities Seminar Core Seminar (3 cr.)
- LIBS D502 Social Sciences Seminar Core Seminar (3 cr.)
- LIBS D503 Science Seminar Core Seminar (3 cr.)

Independent Research / Creative Activity Option

The Independent Research/Creative Activity Option offers students the opportunity to work closely with a faculty committee and to complete a final project designed around their unique interests. Students must take 12 credits of electives and then successfully complete their program with a graduate project. The graduate project is an independent scholarly enterprise in which the student demonstrates mastery of a specific topic. Examples include a thesis, a computer program, a translation of a work of literature, or an artistic composition or performance.

Requirement

- LIBS D601 M.L.S. Project Proposal Seminar (3 cr.)
- LIBS D602 Graduate Project (3-6 cr.)

Public Intellectual Option

Upon completion of two additional core seminars and 12 credits of electives, 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 genres 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. The public intellectual coursework must be taken at IU Northwest.

Requirement

- LIBS D600 Public Intellectual Practicum (3 cr.)

Master of Liberal Studies (Online)

The Master of Liberal Studies will provide graduate-level instruction in the arts and humanities, social sciences, and natural sciences in an interdisciplinary manner to students interested in obtaining advanced skills and knowledge in these areas. These students may include those interested in a multi-disciplinary approach to a thesis topic; or, they may include instructors at community colleges, and high school dual-credit and international baccalaureate teachers, among others. For those students who are teaching or plan to teach introductory post-secondary mathematics, English, or speech communication, certificate courses will help them integrate new concentration-specific concepts and approaches into their teaching, thereby improving the quality of instruction and learning outcomes for their students.

These graduate certificates that can be "stacked" with this Master's degree allow instructors of introductory college-level mathematics, English, and/or speech communications to partially meet the requirements of many post-secondary institutions for their faculty. These requirements usually include a master's degree in the discipline, or a master's degree in another field (e.g., education) plus 18 hours in the discipline. With the increased attention that the Higher Learning Commission and other accrediting bodies are giving to the issue of faculty qualifications, current faculty are seeking ways to meet the requirement.

Learning Outcomes

Upon graduation, all MLS graduates from IU Northwest should be able to:

- Write at an advanced level, both professionally and academically in the discipline of their focused studies, as well as in general (which is a skill that they can use in their career)
- Have the capacity and ability to engage with their professional and scholarly peers and to present new ideas. This includes having the advanced ability to contribute new ideas and to connect with their peers and others in their classes and community.
- Deconstruct various theories and practices in order to create and answer critical questions based on a variety of different subjects in the Humanities or Sciences.
- Demonstrate ethical and effective oral and written communication, appropriate to chosen audience and context.
- Demonstrate all aspects of critical inquiries (both written and visual) that are concentrated on the historical, theoretical, and critical issues/subjects that pertain to the student's chosen disciplines of study in the liberal arts.
- Become advanced critical thinkers. This means, graduates will be able to Identify, analyze, and evaluate important subjects and topics of their community and our world because of the various experiences and perspectives they obtained through the foundational disciplinary knowledge as discussed and presented in their courses.
- Become better citizens and leaders in their local community (and their career).

Admission Requirements

For regular admission, students must:

· Provide a transcript from an accredited institution that shows a completed undergraduate degree with a cumulative GPA of 3.0 or above. Students who do not meet this GPA standard may contact the Director of the M.L.S. program at the intended campus enrollment to discuss options for special consideration.

· GRE scores (taken within the past five years).

· Two letters of recommendation from individuals familiar with your academic work and/or potential to succeed in graduate level coursework.

· In-person or video Interview with the Director of the M.L.S. program at the IU campus of intended enrollment.

Applications will be accepted on a rolling basis, but to assure timely enrollment, students should apply by August 10th for the fall semester and January 2nd for the spring semester.

Applications may be obtained through the master's in liberal studies office at Crestview Hall 018B or by calling (812) 941-2604 or (812) 941-2668 or on the Web site.

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:
A. LBST-D 510 Introduction to Graduate Liberal Studies (3cr), AND
COAS-Q 510 Topics in Information Literacy (1 cr) (Q510 waived for certificate students by petition)
B. LIBS/LBST D501 Humanities Seminar (3 cr)
C. LIBS/LBST D502 Social Science Seminar (3 cr)
D. LIBS/LBST D503 Science Seminar (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)

1) LIBS/LBST D511 M.L.S. Humanities Elective (3 cr)
2) LIBS/LBST D512 M.L.S. Social Science Elective (3 cr)
3) LIBS/LBST D513 M.L.S. Science Elective (3 cr)
Option B: Completion of an approved IU Graduate Certificate (18-20 cr)

The M.L.S. is designed to be "stackable" with IU Graduate Certificates. In practice this means students are eligible to apply the 18-20 credit hours of certificate credits towards satisfaction of the M.L.S. elective requirement. Students interested in "stacking" the M.L.S. with an IU Graduate Certificate may enter the M.L.S. after completing an IU Graduate Certificate or they can apply for admission to the M.L.S. while continuing to work towards completion of the certificate. The certificate is a stand-alone credential with separate admission procedures and will be awarded when requirements are completed independent of a student's progress in the M.L.S. An M.L.S. stacked with an IU Graduate Certificate will require a minimum of 34 graduate credits hours, including the 13 credit M.L.S. core and at least 3 credit hours earned for the M.L.S. capstone project.

**Graduate Certificates approved to stack with the collaborative M.L.S. include:

1) English Composition Studies,
2) German,
3) History,
1) Biology
2) Chemistry
3) Communication Studies
4) English Composition Studies
5) German
6) History
7) Language and Literature
8) Literature
9) Mathematics
10) Political Science
11) Spanish

3. M.L.S. Capstone Experience/Project (3-9 cr)

Capstone Experience Options

Formal Thesis (6-9 cr). Original research or analysis encompassing literature from at least 2 different disciplinary perspectives. The thesis must be written in 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); and
LBST-D 602/LIBS-D 602 Graduate Project or LBST-D 604 Thesis (3-6 cr).
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);
and

LBST-D 602/LIBS-D 602 Graduate Project (3-6 cr).
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); and LBST-D 602/LIBS-D 602 Graduate Project (3-6 cr).
4) 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).
5) 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).

M.S. in Computer Information Systems (CIS) Program Description and Admission

The Master of Science in Computer Information Systems program is designed for students who desire to advance their careers in information technology. The Master of Science (MS) in Computer Information Systems (CIS) consists of 30 credit hours with a minimum grade of B- in each course and a 3.0 overall GPA. A project/internship component of 3 credit hours is part of the core requirements. Students will complete all the core requirements of 18 credit hours and choose 12 credit hours of electives offered based on faculty expertise and market demands. The department may offer additional electives from time to time. A full-time student could complete the Master's degree in two years.

To be considered for admission to the MS in CIS program, students must hold a bachelor's degree from an accredited institution in any field. If the field of major is related to CIS, students are eligible to be admitted directly into the graduate program. If the field of major is not related to CIS, students will be admitted conditionally.

Students should have obtained an undergraduate grade point average of at least 3.0. Students with a GPA slightly below 3.0 who are returning to college with relevant work experience may be admitted if their applications contain sufficient evidence of their skills and ability to succeed in graduate work.

Graduate Record Examination (GRE) scores are not required. Applications will be reviewed on a rolling basis.

For questions, contact: Dr. Bhaskara Kopparty, Computer Information Systems Department: 219-980-6638, or come visit us: Hawthorn Hall, Room 325.

Program Objectives and Goals

The objective of this program is to prepare graduates with a sound basic understanding of computers coupled with knowledge of systems and applications in computer science. The coursework will cover advanced applications and will prepare students for employment at an advanced level.

Graduates from the MS in CIS program will be informed critical thinkers, be proficient in their chosen medium, and have advanced knowledge of computer information systems.

This Master's degree can prepare students for continued advance study, including doctoral degrees in computer science or informatics. Students with a Bachelor's degree will find the MS in CIS as a path to advanced employment in a number of IT related occupations, such as business analyst, data analyst, information security analyst, computer and information systems analyst, and project manager. Each of these occupations currently is in high demand.

The goals of this Master's degree are to develop proficiency in the practice of computing and to prepare students for professional leadership roles. Each graduate should be able to:

- Formulate solutions to computing problems
- Analyze and compare alternative solutions to computing problems
- Design and implement effective solutions to computing problems
- Apply sound principles to the synthesis and analysis of computer systems
- Work effectively in teams to design and implement solutions to computational problems
- Communicate effectively, both orally and in writing
- Think critically and creatively, both independently and with others
- Recognize the social and ethical responsibilities of a professional working in the discipline
- Seek out, develop, and adapt to new developments in the field of computer science

Curriculum

Core Courses – 18 credit hours

- Introduction to Artificial Intelligence (CSCI B551) – 3 credit hours
- Information Systems Development (CSCI P532) – 3 credit hours
- System and Protocol Security & Information Assurance (INFO I533) – 3 credit hours
- Advanced Web Page Development (CSCI C605)– 3 credit hours
- Informatics Project Management (INFO B505) – 3 credit hours
- Independent System Development (CSCI Y790) – 3 credit hours

Elective Courses – 12 credit hours

Electives: At least half of all Elective credits must be in courses numbered 600 or above.

- Data Analysis Using R (CSCI C504) – 3 credit hours
- Business Intelligence Using SAP (CSCI C603) – 3 credit hours
- Predictive Analytics and Data Mining (CSCI B565) – 3 credit hours

- UNIX/LINUX Administration (CSCI C606)– 3 credit hours
- Topics in Systems (CSCI B649) - 3 credit hours

M.A. in English (Online)

This 100 percent online, consortial program is taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

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.

The MA in English has a two-part "stackable" structure.

- You first complete an online, 20 credit hour graduate certificate in literature, composition studies, or language and literature. 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.

Degree Requirements

To earn the MA in English, you must complete a total of 36 credit hours.

Requirements are broken down as follows:

- English graduate certificate (20 credit hours)
- MA core courses (8 credit hours)
- MA elective courses (8 credit hours)

For more information on the MA in English see https://online.iu.edu/program/indiana-university-online-english-master-1554222813478.

Master of Arts in Teaching (Online)

The IU Online Master of Arts for Teachers combines coursework in education and a specific discipline to prepare you to be a dual-credit instructor at the high school and community college levels.

M.A.T. in BiologyM.A.T. in ChemistryM.A.T. in FrenchM.A.T. in Computer ScienceM.A.T. in History

M.A.T. in Mathematics
M.A.T. in Political Science

English Graduate Coursework

The selection of courses for graduate programs in English at Indiana University Northwest must be done with departmental graduate counselors in the School of Education.

Graduate Certificates in English (Online)

These 100 percent online, consortial graduate certificates are taught by IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

There are three graduate certificates in English that provide graduate-level instruction in English to students interested in obtaining advanced skills and knowledge in this discipline. For those students who are teaching or plan to teach introductory post-secondary language, writing, and literature courses in English or Dual-Credit classes, our courses will help them integrate disciplinary concepts and approaches into their teaching, thereby improving the quality of instruction and learning outcomes for their students.

Of Special Interest for Dual-Credit and Community College Instructors Needing to Meet HLC Standards

The stand-alone Certificate in Composition Studies provides the requisite number of discipline-specific graduate credits for those who already hold a master's degree. Students who need both the discipline-specific coursework and a master's degree may take the additional required English graduate classes to earn a master's in English.

Students may complete the requirements for a Graduate Certificate in English in one of three competency areas.

Online Graduate Certificate in Literature

Students must take one course in each of the numbered requirements.

1. ENG L503—Teaching Literature in College.
2. ENG L553—Studies in Literature.
3. ENG D600—History of the English Language.
4. ENG L500/600—Literature Elective.
5. ENG L500/600—Literature Elective.

Electives may be repeated for credit so long as they are on a different topic.

Online Graduate Certificate in Language and Literature

Students must take one course for each of the numbered requirements.

1. ENG W509—Introduction to Writing and Literary Studies **or** ENG W500— Issues in Teaching Writing and Literature.
2. ENG L503—Teaching Literature in College.
3. ENG D600—History of the English Language.
4. ENG W600—Topics in Rhetoric or Composition **or** ENG W682—Special Topics:

Rhetoric and Composition **or** ENG W508—Creative Writing for Teachers.
5. ENG L500/600—Literature Elective.

Online Graduate Certificate in Composition Studies

Students must take one course for each of the numbered requirements.

1. ENG W509—Introduction to Writing and Literary Studies **or** ENG W500— Issues in Teaching Writing and Literature.
2. ENG G660—Stylistics.
3. ENG W590—Teaching Writing: Theories and Applications **or** ENG W620—Advanced Argumentative Writing.
4. ENG W501—Teaching College Writing **or** ENG W600—Topics in Rhetoric and Composition.
5. ENG W682—Capstone course.

For more information on the Graduate Certificates in English see:

https://online.iu.edu/degrees/composition-studies-graduate.htmlhttps://online.iu.edu/degrees/language-and-literature-certificate.htmlhttps://online.iu.edu/degrees/literature-certificate.html

Graduate Certificate in Communication Studies (Online)

The graduate certificate in Communication Studies is taught consortially by IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

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.

Of Special Interest for Dual-Credit and Community College Instructors

In addition to providing a program of study in communication studies at the graduate level, the IU Online Graduate Certificate in Communication Studies meets the Higher Learning Commissions (HLCs) instructor qualification standards, which require instructors to hold a master's degree in their area of instruction or a master's degree in another discipline, plus a minimum of 18 credit hours of discipline-specific graduate coursework.

This stand-alone certificate provides the HLCs requisite number of discipline-specific graduate credits for those who already hold a 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

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. hours)
- Communication in context courses (9 cr. hours)
- Communication in media course (3 cr. hours)
- Communication elective course (3 cr. hours)

For more information on the Graduate Certificate in Communication Studies see https://online.iu.edu/degrees/communication-studies-graduate-certificate.html.

Graduate Certificate in Computer Science (ONLINE)

The graduate certificate in Computer Sciene is taught consortially.

This six-course curriculum is designed to promote excellence in computer instruction to help dual credit instructors meet their professional goals, and in turn, to improve the learning outcomes and classroom experiences of their beginning Computer Science students. The six-courses required for the Graduate Certificate in Computer Science are identical to the computer science component in M.A.T. in Computer Science. Certificate students can stack their computer science coursework into the M.A.T. should they opt to pursue the master's degree.

Requirements

To earn the IU collaborative Graduate Certificate in Computer Science students much complete the following six courses:

Computer Science Component (18 credit hours)

- CSCI-T 500 CS Foundations
- CSCI-T 510 Introduction to Computing and Programming
- CSCI-T 520 Introduction to Software Systems
- INFO-T 530 Introduction to Informatics
- CSCI-T 540 Introduction to Data Science
- CSCI-T 550 Introduction to Cybersecurity

Graduate Certificate in Mathematics (Online)

This 100 percent online 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 multiple campuses and benefit from the expertise and experience of a diverse faculty.

The Graduate Certificate in Mathematics provides graduate-level instruction in mathematics to students interested in obtaining advanced skills and knowledge in this area.

These may include instructors of finite mathematics, calculus and other introductory college-level mathematics courses. The certificate curriculum provides the knowledge and expertise needed to integrate new mathematical concepts and approaches into teaching.

Of Special Interest for Dual-Credit and Community College Instructors

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 (such as education), plus at least 18 credit hours of graduate coursework in the discipline. The Graduate Certificate in

Mathematics provides these 18 discipline-specific credit hours.

Certificate Requirements

To earn the Graduate Certificate in Mathematics, you must complete 18 credit hours. Requirements are broken down as follows:

- Mathematics core courses (9 credit hours)
- Mathematics elective courses (9 credit hours)

You choose courses from the following areas of study: algebra, analysis, typology and geometry, differential equations and applications, and probability and statistics.

For more information on the Graduate Certificate in Mathematics see https://online.iu.edu/degrees/mathematics-graduate.html.

Postbaccalaureate Certificates

The College of Arts and Sciences offers postbaccalaureate certificates in three areas: Community Development and Urban Studies (contact Department of Minority Studies at 219-980-6629), Computer Information Systems (contact Department of Computer Information Systems at 219-980-6638), and Race-Ethnic Studies (contact Department of Minority Studies at 219-980--6629). The certificates are designed for mature students seeking career changes, career development, or lifelong learning objectives. The postbaccalaureate certificate options are open to anyone holding a bachelor's degree from an accredited college or university. Students will receive instructions in the major certificate subject area and selected courses in Arts and Sciences related areas.

The complete range of academic counseling, career counseling, and placement services are available to postbaccalaureate certificate students (consult the *IU Northwest Undergraduate Bulletin* for details)

College of Health and Human Services

Administrative Officer

Crystal C. Shannon Ph.D., RN, CNE, NHBP-BC, Associate Professor of Nursing and Dean

Website: www.northwest.iu.edu/chhs/
Telephone:(219) 980-6555

Admission

Admission to most of the College of Health and Human Services programs requires a separate application and admission process. See program specific details.

The admission policies of individual programs within the College comply with the following standards:

- Prerequisite Course Work
- Grade Requirements
- Repeated Courses
- Ineligibility
- Students with Disabilities
- Essential Abilities
- Admissions Procedures
- Transfer Credit
- Disciplinary Probation

Prerequisite Course Work

Applicants must complete prerequisite courses at an accredited high school (or by GED equivalent), college, or university. Individual programs determine the specific courses and the minimum grade that must be achieved in any course (see specific program information). Each program must approve the completion of a prerequisite course with a Pass/Fail grade. Applicants should read the admission policies and program descriptions in this bulletin for specific admission requirements.

Grade Requirements

Without exception, applicants must have a cumulative grade point average of at least 2.0 on a 4.0 scale for *all* course work completed at Indiana University and/or any other college or university. Some programs have established a minimum grade point average higher than 2.0 on a 4.0 scale. Some programs also use a component of the overall grade point average (for example, math/science grade point average). See specific program information. Only completed course work and the resultant grade point average are evaluated. Students may not be admitted to, hold a position in, or begin a program if they are on probation. Students are placed on probation when the cumulative and/or semester grade point average falls below a 2.00 on a 4.00 scale.

The applicant must also maintain the minimum grade point average as established by the program. The applicant's grade point average will be the major consideration for admission. See specific program information.

Repeated Courses

Programs in the College of Health and Human Services have specific policies governing repeating of courses. See program specific information.

Ineligibility

Failure to successfully complete certain General Education courses may make a student ineligible for admission to College of Health and Human Services programs. A pattern of course withdrawals may reduce the student's chances of admission to a College of Health and Human Services program. See program specific information.

Individuals convicted of sexual crimes will be ineligible for admission to most College of Health and Human Services programs. Should such a situation occur during enrollment in the program, decisions related to dismissal will be addressed on a case-by-case basis.

Essential Abilities

Most academic programs in the College of Health and Human Services have specified essential nonacademic abilities critical to the success of students enrolled in that program. Once admitted to an academic program, students are expected to meet program standards for these essential abilities in order to participate in the educational program. Copies of each program’s essential abilities are available upon request from the program office. Modifications in the learning environment to assist students in meeting these essential abilities and all other progression requirements will be made in accordance with federal and university guidelines and in consideration of

individual needs. For more information contact the specific program office.

Admission Procedures

1. Individuals must read the program-specific sections in this bulletin for additional admission requirements and deadlines.

2. Individuals seeking admission to a professional program must submit a complete application prior to the program's application deadline. Admission to the professional program is competitive; application for admission to the university does not constitute automatic admission to a program.

3. Applicants who are not Indiana University students must also file an Indiana University application and pay the application fee prior to the program application deadline. Applications for admission to Indiana University can be obtained from the Office of Admissions on the campus of interest. Some campuses may have application deadlines.

4. The program's admission committee reviews all completed applications. The selection of a class is based on school and program admission criteria. All applicants receive written notification of their admission status.

5. Applicants may appeal any admission decision except the minimum requirement of a grade point average of 2.0 on a 4.0 scale. Copies of the policies and procedures governing the appeals process are available on request from the programs' administrative offices.

6. Individuals interested in being admitted to one of the school's programs should contact the program of interest annually for an update of admission criteria.

7. Applicants must obtain an application for the year in which they wish to apply.

8. Applicants should check the current program application for the deadlines for submission.

9. Students who have a positive criminal history may be ineligible for admission, unable to be placed clinically (and thus unable to progress through the program), or unable to obtain appropriate credentials to practice in some disciplines. Contact the program director for further information.

10. A student whose name appears on the Sex Offenders List will not be allowed to pursue admission to any program in the College of Health and Human Services.

11. Programs may calculate the competitive grade point average utilizing grades earned in remedial courses differently. See the program-specific section.

Transfer Credit

The campus Office of Admissions will determine acceptance of credit from a regionally accredited college or university for transfer to Indiana University. Each program in the College of Health and Human Services retains the right to determine the acceptability of transfer credit to meet degree requirements.

While the grades from *all* course work completed at Indiana University and all other colleges and universities are used to calculate the *admission grade point average,* only grades of C or above will be considered for transfer.

The university does not accept the transference of special credit by examination awarded by another college or university. The transfer of credit earned through a regionally accredited junior college or a community college is normally limited to the equivalent of two years of academic work toward a baccalaureate degree and one year of academic work toward an associate degree.

Students with Disabilities

Persons who have physical, mental, or learning impairments are encouraged to work with academic counselors to plan how the applicant can be helped to meet essential program requirements. The person with disabilities must meet academic requirements and technical standards that are essential to the program of instruction or to any directly related licensing requirements. Modifications in the means by which academic requirements are met will be given individual consideration. Students can also contact the Office of Student Support Services, Hawthorn Hall at (219) 980-6941.

Disciplinary Probation

Disciplinary probation is administered according to the *Code of Student Rights, Responsibilities, and Conduct and the College of Health and Human Services Disciplinary and Appeals Process*.

Policies & Procedures

General Policies

Student Responsibility

Students in the College of Health and Human Services are responsible for planning their own programs, meeting degree requirements, and receiving academic advising from their respective program advisor each semester. Academic counselors, faculty, and administrators are available to assist students in understanding degree requirements. It is important for students to acquaint themselves with all regulations and to remain properly informed throughout their studies. All provisions of the bulletin are in effect for the year in which the student enters the major. Students interrupting their studies, pursuing part-time study, or full-time students taking more than one year to complete prerequisite requirements are subject to policy and curriculum changes as they occur. Curriculum changes during the progress toward the degree may result in revision of degree requirements.

Drug-free Campus

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 the sanctions for violation of the policy.

Professional Liability Insurance

All students in the College of Health and Human Services having patient/client contact will be covered under the malpractice contract for Indiana University. This liability insurance will not extend to employment outside of course-related activities. The student should be aware that failure to pay course and other fees will result in non-coverage under the malpractice contract of Indiana University. Such non-coverage makes the student

ineligible to attend clinical classes. Some programs may require additional professional liability insurance; see specific program policies.

Standards of Conduct

Students are subject to the standards of conduct as defined in Indiana University's *Code of Student Rights, Responsibilities, and Conduct.* Stated due process will be followed for any student found to be in violation of this code. All Indiana University students are responsible for acquainting themselves with and adhering to policies outlined in this document. Additionally, all students are expected to adhere to the College of Health and Human Services Honor Code of Professional Conduct. The CHHS Code can be found at: http://www.northwest.iu.edu/chhs/docs/chhs_code_conduct.pdf.

Dress Code

In clinical courses, students wear the designated uniform of the program. All students wear the designated photo identification badge when in a clinical agency. Students not appropriately attired may be asked to leave the clinical area by their instructor. Such an occurrence constitutes an absence. See program information for program-specific policies.

Drug Screen

Clinical sites may require students to have a drug screen prior to attending clinical at their agency, or may require one on demand in certain situations. Failure to comply immediately will result in removal from the site and possible dismissal from the program. Additionally, a positive drug screen may prevent students from being able to be placed in a clinical agency. See program information for program-specific policies.

Health Requirements

Students in many College of Health and Human Services programs are required to show proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for clinical experiences, as well as CPR certification. Specific instructions will be distributed prior to clinical assignment. Failure to meet those health requirements will make the student ineligible for clinical classes. See program information for program-specific policies.

Criminal History Check

Many of the clinical sites where College of Health and Human Services students complete their hands-on clinical experiences (such as hospitals, clinics, and other agencies) require verification of having undergone a criminal background check before students can be placed in their organizations. Failure to meet this requirement will make the student ineligible for clinical classes. It is possible that a positive criminal history may prevent students from progressing in a College of Health and Human Services program. See program information for program-specific policies.

Transportation

Students are to provide their own transportation for educational experiences requiring travel. Classes and clinical facilities are distributed in various locations throughout Northwest Indiana and the Chicago area, with limited public transportation. Students using cars for clinical must be able to show proof of auto insurance that is compliant with Indiana law. In addition, the student must show proof of a valid driver's license. Indiana University does not assume liability for individual incidents involving personal vehicles.

Policies & Procedures

Admission to the College of Health and Human Services programs requires a separate application and admission process. The admission policies of individual programs within the College comply with the following standards.

Disciplinary Probation

Disciplinary probation is administered according to the*College of Health and Human Services Disciplinary and Appeals Process* .

Absences

Loss of time in any one clinical area may require that the student repeat the course. Faculty will distribute program-specific absence policies.

Audit Students

An audit student officially registers for a class and pays applicable credit hour rates. Upon completion, the course is entered on the permanent university record as one taken for no credit (NC). Check with your academic counselor for specific instructions. Required general education courses taken for NC will not apply toward completion of program requirements. Students may not audit any clinical course. The opportunity to audit a didactic course is dependent on the availability of space and permission of the instructor.

Class Standing

Within Indiana University, class standing is based on the total number of credit hours a student has earned. However, within a program, class standing is assigned according to a student's progress in the professional curriculum.

Completion of Degree Requirements

The program records specialist must receive removal of all Incomplete and deferred grades, special credit, and Independent Study course grades no later than three weeks prior to the end of classes of the student's last semester before graduation.

Cumulative Grade Point Average

All work attempted at Indiana University is used to calculate the cumulative grade point average. Courses transferred from another institution are not included for calculation in the cumulative grade point average. However, the pre-program grade point average is calculated by including all (transfer and IU) courses used toward the degree.

Dismissal

Upon the recommendation of the faculty in the student's program, a student may be dismissed from the College of Health and Human Services. Dismissal is based on the failure to meet academic or professional standards. The student will be informed of the dismissal in writing by the dean of the College of Health and Human Services or the dean's representative.

A student in the College of Health and Human Services may be dismissed from the school when, in the judgment of the faculty, the student has ceased to make satisfactory progress toward a degree. When an undergraduate student fails to attain a C (2.0) grade point average in any

two consecutive academic sessions, has a cumulative grade point average below C (2.0) for two consecutive sessions, or fails to earn higher than a D (1.0) grade point average in any one semester or has a pattern of withdrawal from professional courses, the student is automatically considered to be making unsatisfactory progress toward a degree and is thereby eligible for dismissal.

In addition, a student who fails to meet program-specific academic requirements is considered not to be making satisfactory academic progress toward a degree and may be dismissed. At the time of initial enrollment, each student receives a copy of the program-specific academic requirements.

A student failing to meet the standards of professional and personal conduct may also be recommended for dismissal.

Honors

The College of Health and Human Services offers the following honors to recognize superior student performances. In addition, see specific program information.

Degrees Awarded with Distinction

To graduate with academic distinction, degree candidates must rank within the highest 10 percent of the graduating class. Additionally, baccalaureate degree candidates must have completed a minimum of 60 credit hours at Indiana University. Academic distinction is conferred on graduates as follows:

3.83 - 4.00 Highest Distinction
3.66 - 3.82 High Distinction
3.50 - 3.65 Distinction

Distinction is based on course work completed at Indiana University, including the final semester.

Dean's List

Full time students at IU Northwest who earned a 3.3 grade point average or higher for the semester and part time students who earned a 3.3 grade point average or higher carrying 12 credit hours or more during the regular academic school year are placed on the Dean's List.

Programs have specific policies regarding reinstatement or reenrollment of students who have withdrawn or are dismissed. See program specific information.

Intercampus Transfers

Students in good academic standing may seek intercampus transfer by petitioning the faculty on the campus of desired transfer at least one semester in advance of requested transfer. Intercampus transfer requests will be evaluated individually on the basis of student record review and the availability of course positions, faculty, and facilities to meet student needs and program objectives.

Probation

Upon the recommendation of the faculty in the student's program, a student is placed on probation. Probationary recommendations are made when the student does not meet standards of academic performance or professional behavior. A student will be placed on academic probation for the academic session following the one in which the student fails to attain a minimum C (2.0) cumulative and semester grade point average. Individual programs may have additional academic and professional standards. A student who fails to meet these program-specific standards may also be placed on probation. Students are informed of program- specific standards upon entering the program. A student will be removed from probation after satisfactorily completing the program's specified requirements. Students are notified in writing of probationary actions by the College of Health and Human Services dean or the dean's representative.

Residency Requirement

A minimum of 51 percent of the required courses must be completed at Indiana University. Courses assigned to the Indiana University transcript through the process of validation will not count toward meeting the residency requirement. The Indiana University campus on which the student met the residency requirement will award the degree. Some program exceptions may exist, See program specific requirements.

Semester Load

To be considered a full-time student by the university, the student must register for a minimum of 12 credit hours each fall and spring semester and a total of 6 or more credit hours during a summer session. The maximum load is 18 credit hours. Students who want to carry more than 18 credits must obtain permission of the program director or dean. In addition, students should have a cumulative B (3.0) average or have earned a B (3.0) average in their last semester.

Students in Good Standing

Students must maintain a minimum cumulative grade point average of C (2.0) and a minimum grade point average of 2.0 for the most recent academic session and meet additional programmatic, academic, and professional standards in order to be considered in good standing. Students are informed of programmatic, academic, and professional standards during program orientation.

Withdrawals (Grade of W)

Withdrawals are issued to students wishing to withdraw from any or all courses if the official withdrawal process is completed by the automatic withdrawal deadline dates printed in the current class schedule. A grade of W will appear on student transcripts when students complete the official withdrawal process with the appropriate approval. After the automatic withdrawal deadline, the grade awarded will be an F or W as determined by the instructor. Withdrawal after the automatic deadline is not automatic and requires approval of the College of Health and Human Services dean or the dean's representative; permission will be granted only in extraordinary circumstances. W *is an option after the withdrawal deadline only if the student is passing.* A grade of FN will be recorded on the official transcript if a student stops attending but does not officially withdraw from class.

Schools & Divisions

Applied Health Science

Administrator

C.J. Chang, Ph.D., Campus Liaison

About the B.S. in Applied Health Sciences

The BSAHS degree is joint online degree program offered collectively by all five IU-managed regional campuses. The curriculum is available in an all-online format through the statewide BSAHS consortium.

The Bachelor of Science (BS) in Applied Health Science program is a 120 credit hour online program. Students with A.S or A.A degrees who enter the program will transfer in 60 – 64 credit hours from their degree. Students with associate degrees are expected to complete the degree in two academic years (four semesters). Full-time students entering with 30 credit hours are expected to complete in three years.

· The Online BSAHS is “student-centered,” appealing to a wide spectrum of traditional and non-traditional students who have an interest in a health sector career but do not wish pursue clinical degree programs.

· The program allows flexibility for students who are seeking to complete their degrees while meeting their responsibilities to their families and/or employers.

· The degree design offers health workers with previous college credit (including those with associate degrees) a convenient, high-quality option for completing a baccalaureate degree that students can pursue while working full- or part-time.

· The degree provides additional skills and training needed to advance within the student’s chosen profession. It is also appropriate for those who wish to find a new career in the health care field.

Program Learning Outcomes

- Provide students with extensive preparation for work in any field that addresses people’s health.
- Address the needs of those students seeking a broad understanding of the science of human health and its application to their chosen career.
- Respond to a strong need for a degree in the health sciences for students who have a desire to work in health related areas, but who do not wish to be in a clinical program.
- Respond to a need for students to continue their degree progression should they not gain entry into the selective, competitive programs nursing, dental hygiene, and radiology.
- Permit students who have earned an associate degree and for the large pool of similarly degreed health care workers who need a bachelor degree for advancement in their current positions or in related areas in health to continue their formal education.
- Prepare students for entry and mid-level positions in for-profit and not-for-profit health-related organizations.
- Prepare students to acquire knowledge of various health care related subjects and apply this knowledge to improve the health of those with whom they come in contact.
- Provide students the basic, technical and applied aspects of health science, and help students apply this knowledge to a variety of career opportunities.

Admission Requirements

- Minimum 2.0 GPA on a 4.0 grade scale

  Full admission to the regional campus from which you will receive the degree

Application Deadline

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

Degree Requirements (120 cr.)

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.

BSAHS Core (required) 42 credit hours

· AHSC- H302 Healthcare Delivery Systems (3 cr)
· AHSC- H303 Leadership and Management in Healthcare (3 cr)
· AHSC- H330 Intercultural Health Communication (6 cr)
· AHSC- H310 Health Policy, Ethics, and Legal Issues (6 cr)
· AHSC- H360 Epidemiology/Biostatistics and Population Health (6 cr)
· AHSC- H340 Research in Health Sciences (3 cr)
· AHSC- H320 Consumer Health (3 cr)
· AHSC- H350 Economics of Health Care (3 cr)
· AHSC- H370 Informatics (3 cr)
· AHSC- H480 Grant Writing & Internship (6 cr)

BSAHS Track (one required) 18 credit 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- C415 Community Health Assessment, Education, and Promotion (6 cr)
· AHSC- C425 Program Assessment, Planning, Evaluation I (6 cr)
· AHSC- C430 Environmental Health (3 cr)
· AHSC- C435 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- A420 Health Care Budgeting and Finance (6 cr)
· AHSC- A430 Health Care Organization Supervision and Resource Management (6 cr)
· AHSC- A440 Health Care Administration and Strategic Planning (6 cr)

Dental Education

Administrative Officer

Donna S. Krause, CDA, LDH, MPA
Assistant Dean, College of Health & Human Services
Director, Dental Education, Clinical Associate Professor

Web site: www.northwest.iu.edu/dental / **Phone:** (219) 980-6770

About Dental Education

The IU Northwest Dental Education department offers an entry-level Bachelor of Science in Dental Hygiene degree, a Bachelor of Science in Dental Hygiene Degree Completion program, and a Certificate in Dental Assisting. Detailed information is presented in the sections that follow. While every effort has been made to provide accurate information, students should seek academic advice from the Dental Education Advisor before making final decisions based on the program descriptions contained in this bulletin.

Mission

The mission of the Dental Education Programs is to be a leader in providing high quality education and clinical experiences to undergraduate students for future roles as oral healthcare providers. We are committed to fostering an environment of diversity, equity, and inclusion for all students, faculty and staff. Collectively, we all have a responsibility to create a safe and welcoming community where individuals are encouraged to engage and succeed. Our programs are committed to excellence in the theory and practice of dental hygiene and dental assisting and in the development of competent, culturally diverse, and ethically responsible professionals.

Program Goals

At the completion of the dental hygiene/dental assisting program students will be able to:

A. Exhibit the highest level of competency, professionalism, and cultural sensitivity

B. Deliver high quality patient care by the use of sound judgement, critical thinking skills, and evidence-based decision making

C. Emphasize the role of the dental hygienist/dental assistant as a patient educator and advocate involved in community oral health engagement activities related to health promotion and disease prevention

Program Outcomes

1. Apply didactic information through patient care experiences
2. Demonstrate critical thinking through, writing, communication, and listening skills
3. Adhere to the ethical, professional, and legal codes of conduct expected of the oral healthcare practitioner
4. Evaluate the different career roles of the dental hygienist/dental assistant
5. Plan dental health community events which provide experiences that support access to oral healthcare and education to diverse populations

Accreditation

The programs in Dental Assisting and Dental Hygiene are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission's web address is: https://coda.ada.org .

Professional Student Memberships

Students currently enrolled in one of the accredited Dental Education programs are required to be a member of the national, state, and local constituents of the American Dental Assistants' Association (ADAA) or the American Dental Hygienists' Association (ADHA). In addition, there are many member benefits for students including scholarships and opportunities for personal and professional development. The purpose of this membership is for the students to become familiar with the organization and structure of their professional association.

Admission Policies

Essential Performance Standards

A certificate in dental assisting or degree in dental hygiene attests to the mastery of knowledge and skills. Graduates must possess the essential knowledge and skills to function in a variety of clinical situations and render a wide spectrum of patient care in a safe and effective manner. The Dental Education faculty has therefore specified non-academic criteria, *Essential Performance Standards,* which all applicants and students are expected to meet in order to participate in the dental assisting and dental hygiene programs. These criteria include the following five categories: observation; communication; motor function; intellectual-conceptual, integrative and qualitative abilities; and behavior and social attributes.

Dental Education Policy & Procedure Handbook

All Dental Education students are provided with a ***Dental Education Policy & Procedure Handbook*** prior to their *Student Orientation*. This document is updated annually to reflect ongoing changes in clinical and program requirements and policies. While the Dental Education department provides these updates, it is the student's responsibility to maintain the currency of the handbook and refer to the most current regulations.

CPR Requirement

All Dental Education students enrolled in their respective programs must present evidence of current healthcare provider certification *prior* to the beginning of each year. Two options are available:

• American Heart Association's Basic Life Support (CPR & AED) for HealthCare Provider level (preferred)

• American Red Cross CPR/AED for the Professional Rescuer

OSHA Regulations

Health requirements and OSHA regulations include annual education on bloodborne pathogens and hazardous communications training and HIPAA training. See the ***Dental Education Policy & Procedure Handbook*** for annual regulatory requirements.

Health Requirements

All Dental Education students must show proof annually that they have met the immunization, physical examination, and dental examination requirements prior to

participating in any clinical courses. Specific instructions are distributed prior to the *Student Orientation*. Special circumstances may arise which require additional action. Failure to meet health requirements and their deadlines makes the student ineligible for clinical courses.

Criminal Background Checks

Most of the clinical sites where IU Northwest Dental Education students complete their clinical externship experiences require a national criminal background check before students can be placed in their assigned facilities. Based on the requirements of these agencies, as well as state and federal regulations, all students in the Dental Education programs must undergo a national background check prior to admission and annually thereafter. The Dental Education department has selected *CastleBranch.com* to complete these background checks. The results of a student's background check may impact their admission status in the Dental Education programs, preclude students from attending clinical, and/or affect their ability to obtain licensure. If an incident occurs that would change the student's background check, the student is required to notify the Dental Education department immediately. The student will be required to pay for a background re-check. Failure to adhere to the above policy will result in dismissal from the program. The student will not be able to re-register until this requirement is met. The student will be responsible for any late registration fees incurred. If clinical time is missed, the student is subject to the clinical absence policy.

Drug Screen Policy

Some clinical sites may require a drug screen. In addition, faculty reserves the right to require a drug screen, at the student's expense, if the situation warrants. Failure to comply immediately will result in dismissal from the Dental Education program.

Personal Health Insurance

The Dental Education department strongly encourages students to carry personal health insurance. The department will not be liable for any health problems requiring medical treatment for students enrolled in the programs.

Professional Liability Insurance

All students in the Dental Education programs having patient/client contact are covered under the malpractice contract for Indiana University. This liability insurance does not extend to employment outside of course-related activities. The student should know that failure to pay course and other fees results in non-coverage under Indiana University's malpractice contract. Non-coverage makes the student ineligible to attend clinicals or externships.

Dental Assisting Admission Procedures

Responsibilities of the Dental Assistant

The dental assistant performs many tasks requiring both interpersonal and technical skills. Although state regulations vary, responsibilities may include:

- assisting the dentist during a variety of treatment procedures
- taking dental radiographs (x-rays)
- asking about the patient's medical & dental history and taking blood pressure, pulse, respiration, and temperature
- serving as an infection prevention officer, developing infection protection protocol, preparing and sterilizing instruments and equipment
- helping patients feel comfortable before, during, and after dental treatment
- providing patients with instructions for oral health care following dental treatment procedures
- teaching patients appropriate oral hygiene procedures to maintain oral health such as toothbrushing, flossing, rinsing, and nutritional counseling
- taking impressions of patients' teeth for study casts (models of teeth)
- performing office management tasks that include an electronic patient record
- communicating with patients and dental suppliers (e.g., scheduling appointments, answering the telephone, billing, and ordering supplies)
- helping to provide direct patient care in all dental specialties, including orthodontics, pediatric dentistry, periodontics, endodontics, prosthodontics, and oral surgery

Dental Assisting Admissions Procedures

Candidates for admission to the program must be high school graduates with a 2.0 grade point average (on a 4.0 scale), or HSE (High School Equivalency Exam) equivalent. High school courses in biology, chemistry, and computers are strongly recommended.

Each candidate must submit the following materials to the Dental Education Advisor **prior to July 1** for consideration for entry into the class beginning in the fall semester of that year. (Applications submitted beyond the July 1 deadline will be considered based upon class availability)

1. Applicants must **first** make application to IU Northwest if *not* previously admitted by an Indiana University campus.

2. Complete an **online** Dental Assisting Program Application. This application is available at https://northwest.iu.edu/dental/programs/application.html. A separate application must be submitted to each campus the student is interested in attending.

3. Submit **online** two IU Northwest Dental Education ***Recommendation Forms*** at https://northwest.iu.edu/dental/programs/application.html

4. Submit official college and university transcripts, if applicable.

5. Complete and pass a criminal background check (CBC).

In July, upon receipt of all application materials, applicants are *required* to attend the **Dental Assisting Applicant Open House.** Applicants will be notified by e-mail concerning the date and time of the Open House. Class size for the dental assisting program is limited. Therefore, each applicant is encouraged to schedule an appointment with the Dental Education Advisor and to apply early. Please contact the Dental Education Department at (219) 980-6770 or dmarcini@iu.edu for an advising appointment.

Dental Assisting Career Options

Employment opportunities are available in private practice (general or specialty); hospitals; educational institutions; businesses; dental sales companies; and federal, state, and community clinics.

Dental Assisting Curriculum

Certificate in Dental Assisting

The dental assisting program at IU Northwest is a one year, 37 credit hour certificate program. A dental assistant is a member of the dental health team who is educated to assist the dentist. The dental assistant aids the dentist in the detection, care, and treatment of the patient's oral health.

Graduates that have completed a professional, accredited program are eligible to take a national certification examination administered by the Dental Assisting National Board (DANB). Upon successful completion of this examination, the assistant becomes a **Certified Dental Assistant (CDA).**

Clinical Externship Hour Requirements

A minimum of 300 clinical externship hours are required to meet academic and accreditation standards. Therefore, all clinical externship hours are mandatory and all missed time must be made up. See the ***Dental Education Policy & Procedure Handbook*** and/or course syllabus for specific policies regarding clinical externship policies.

Advanced Degree

IU Northwest offers an educational program that allows students to apply a select number of their dental assisting credits toward an associate of science or a bachelor's degree in another discipline.

Fall Semester

- DAST A212 Dental Therapeutics and Medical Emergencies (2 cr.)
- DAST A221 Microbiology and Asepsis Technique (2 cr.)
- DAST A271 Clinical Science I (5 cr.)
- DHYG H214 Oral Anatomy (3 cr.)
- DHYG H242 Introduction to Dentistry (1 cr.)
- DHYG H303 Radiology (3 cr.)

Total 16 credit hours

Spring Semester

- DAST A211 Oral Pathology, Physiology, and Anatomy I (2 cr.)
- DAST A213 Oral Pathology, Physiology, and Anatomy II (1 cr.)
- DAST A231 Dental Materials I (2 cr.)
- DAST A241 Preventive Dentistry and Nutrition (2 cr.)
- DAST A252 Radiology Clinic II (1 cr.)
- DAST A272 Clinical Science II (5 cr.)

Total 13 credit hours

Summer I Session

- DAST A232 Dental Materials II (2 cr.)
- DAST A261 Behavioral Science (1 cr.)
- DAST A262 Written and Oral Communication (2 cr.)
- DAST A282 Practice Management, Ethics, and Jurisprudence (2 cr.)
- DHYG H224 Oral Histology and Embryology (1 cr.)

Total 8 credit hours

Additional Information

Please contact the Dental Education Program Advisor, Dawn Marciniak for additional information at (219) 980-6770 or by email at dmarcini@iu.edu.

Bachelor of Science in Dental Hygiene (BSDH) Entry-Level

Responsibilities of the Dental Hygienist

The dental hygienist is a primary oral healthcare professional who has graduated from an accredited dental hygiene program in an institution of higher education, licensed in dental hygiene to provide education, assessment, research, administrative, diagnostic, preventive, and therapeutic services that support overall health through the promotion of optimal oral health.

Although state regulations vary, the dental hygienists' responsibilities may include:

- performing oral health and risk assessments that include the review of patients' medical and dental histories, taking and recording vital signs, dental and periodontal charting, and evaluation of oral health/disease
- evaluating a patient's current health status including all medications
- performing an extraoral and intraoral examination
- completing a comprehensive dental and periodontal charting that includes a detailed description and evaluation of the gingiva (gums) and periodontium (supporting structures)
- developing a dental hygiene diagnosis and dental hygiene care plan
- exposing and interpreting dental images (x-rays)
- removing biofilm and calculus (soft and hard deposits) from teeth both coronally and apically to (above and below) the gingival margin (gumline) using dental instruments
- applying caries-preventive agents such as fluorides and sealants to the teeth
- administering local controlled and sustained release antimicrobial agents
- administering pain control agents such as local anesthetics and nitrous oxide oxygen sedation
- providing patient education on biofilm control and home care protocol by incorporating techniques and products that will become part of an individualized self-care oral hygiene program
- counseling and coordinating tobacco cessation programs

• educating patients on the importance of good nutrition for maintaining optimal oral health

• documenting patient care and treatment rendered

Dental Hygiene Admission Procedures

Bachelor of Science in Dental Hygiene (BSDH) Entry-Level

The dental hygiene program requires 56 credit hours of prescribed general education and prerequisite courses. The 56 credit hours may be completed at any accredited college or university. Required courses should not be taken under the Pass/Fail option; the Dental Education Admissions Committee must approve any exceptions.

The student must maintain at least a 2.5 GPA on a 4.0 scale to be eligible for consideration. Courses completed at institutions other than Indiana University must show a grade of C or higher to be accepted as transfer credit by Indiana University Admission's Office. All applicants must complete all required prerequisite courses and receive a minimum grade of C or better to eligible for the program.

1. Applicants must first make application to IU Northwest if *not* previously admitted by an Indiana University campus. (Courses cannot be transferred without making application to IU Northwest)

2. Applicants must complete the **Dental Hygiene Application** online. Applications are available online at https://www.northwest.iu.edu/dental/dental-hygiene-application.html. All applications must be submitted no later than ***February 1*** for entry into the class beginning in the fall semester of that year. A separate application must be submitted to each campus the student is interested in attending.

3. Items that **must** be submitted to the Dental Hygiene Admissions Committee by *February 1* include:

• Official college and university transcripts (This includes transcripts to be sent for course work completed by February 1)

• Online Dental Hygiene Application

• Applicants must complete at least four (4) hours of clinical observation in a dental office

• Proof of IU Northwest acceptance (if not currently attending an Indiana University campus)

In February, upon receipt of the dental hygiene application and other supporting materials, applicants are ***required*** to attend the ***Dental Hygiene Applicant Open House*****.** The applicant will be notified of the Open House by e-mail during February.

Class size for the dental hygiene program is limited and each year there are more qualified applicants than can be accepted. Therefore, applicants are encouraged to consult with a Dental Education Program Advisor for pre-dental hygiene advising.

Criteria for Selection of Class

Selection of dental hygiene students is based upon, but is not limited to, successful completion of program prerequisites, number of college credit hours satisfactorily completed, observation hours, college cumulative GPA, prerequisite GPA, applicant Open House attendance, and an individual appraisal of the applicant's established record and potential for development.

Seven-Year Limit

Required sciences, including Human Biology, Anatomy & Physiology I & II, Microbiology, and Chemistry must have been completed within seven (7) years prior to the semester in which a student begins the professional coursework of the dental hygiene program.

Dental Hygiene Career Options

The dental hygienist is a licensed member of the dental health team and is concerned with the prevention of diseases of the oral cavity. The dental hygienist completes a professional college program that entitles the graduate, upon successful completion of national, regional, and state board examinations, to perform specific preventive treatments; expose dental radiographs (x-rays); provide oral hygiene education; administer local anesthesia and nitrous oxide-oxygen; and/or to participate as a dental health professional in federal, state, or local public health clinics, and educational programs.

IU Northwest currently offers a Bachelor of Science in Dental Hygiene entry-level and a Bachelor of Science in Dental Hygiene Degree Completion.

Students interested in pursuing a dental hygiene degree should consult the Dental Education Program Advisor at IU Northwest at (219) 980-6770 or dmarcini@iu.edu for an advising appointment.

Curriculum for Bachelor of Science in Dental Hygiene–Entry Level

The Dental Hygiene curriculum, which is accredited by the Commission on Dental Accreditation (CODA), leads to the Bachelor of Science degree, and consists of a total of four years of study with 120 college credit hours; two years of general education and prerequisite coursework followed by two years of professional study. Upon completion, graduates are eligible for licensure to practice dental hygiene.

Dental Hygiene General Education & Prerequisite Requirements (56 credit hours)

First Year Degree Map

Fall Semester

- ENG W131 Reading, Writing, and Inquiry I (3 cr.)
- PHSL P130 Human Biology (4 cr.)
- SOC S161 Principles of Sociology (3 cr.)
- MATH M100 Basic Mathematics (4 cr.)

Total: 14 credit hours

Spring Semester

- PSY P101 Introductory Psychology (3 cr.)
- BIOL M200 Microorganism in Nature & Disease (4 cr.)
- CSCI A106 Introduction to Computing **OR** C106 Intro. to Computers & Their Use (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

Total: 13 credit hours

Second Year Degree Map

Fall Semester

- PHSL P261 Human Anatomy & Physiology I (4 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- PBHL P201 Urban Public Health (3 cr.)
- NURS B215 Nutrition for Health Professionals (3 cr.)

Total: 13 credit hours

Spring Semester

- CHEM C110 Chemistry of Life (3 cr.)
- PHSL P262 Human Anatomy & Physiology II (4 cr.)
- SPEA K300 Statistical Techniques (3 cr.)
- Arts & Humanities Electives (6 cr.)

Total: 16 credit hours

Dental Hygiene Professional Education Requirements (64 credit hours)

Third Year Degree Map - Professional Program

Fall Semester

- DHYG H205 Medical & Dental Emergencies (1 cr.)
- DHYG H211 Head & Neck Anatomy (2 cr.)
- DHYG H214 Oral Anatomy (3 cr.)
- DHYG H217 Preventive Dentistry (2 cr.)
- DHYG H218 Fundamentals of Dental Hygiene (4 cr.)
- DHYG H303 Radiology (3 cr.)

Total: 15 credit hours

Spring Semester

- DHYG H204 Periodontics (1 cr.)
- DHYG H215 Pharmacology & Therapeutics (2 cr.)
- DHYG H219 Clinical Practice I (4 cr.)
- DHYG H224 Oral Histology & Embryology (1 cr.)
- DHYG H242 Introduction to Dentistry (1 cr.)
- DHYG H305 Radiology Clinic I (1 cr.)
- DHYG H308 Dental Materials (2 cr.)

Total: 12 credit hours

Summer I Session

- DHYG H220 Summer Radiology Clinic (1 cr.)
- DHYG H221 Clinical Dental Hygiene Procedures (3 cr.)

Total: 4 credit hours

Fourth Year Degree Map - Professional Program

Fall Semester

- DHYG H250 Local Anesthesia & Pain Control (2 cr.)
- DHYG H301 Clinical Practice II (5 cr.)
- DHYG H304 Oral Pathology (2 cr.)
- DHYG H306 Radiology Clinic II (1 cr.)
- DHYG H321 Periodontics II (2 cr.)
- DHYG H311 Dental Health Education (2 cr.)

Total: 14 credit hours

Spring Semester

- DHYG H302 Clinical Practice III (5 cr.)
- DHYG H307 Radiology Clinic III (1 cr.)
- DHYG H320 Practice Management, Ethics and Jurisprudence (2 cr.)
- DHYG H344 Senior Hygiene Seminar (1 cr.)
- DHYG H347 Community Dental Health (3 cr.)

Total: 12 credit hours

Summer I Session

- DHYG H402 Practicum in Dental Hygiene Education - Capstone (4 cr.)
- DHYG H405 Dental Healthcare Research (3 cr.)

Total: 7 credit hours

Total of 120 credit hours

Bachelor of Science in Dental Hygiene - Degree Completion (BSDH)

The Bachelor of Science in Dental Hygiene Degree Completion program provides an opportunity for licensed dental hygiene graduates to develop future leadership roles in education, public health, commercial ventures, professional associations, and/or health advocacy programs. It can enhance career opportunities available to dental hygienists in a variety of areas, including but not limited to, state and county health departments, academia, sales and marketing, pharmaceuticals, dental consulting, dental insurance companies, and research. Program activities promote development of professional leadership skills and prepare hygienists for entry into graduate programs. The program's objectives are designed to provide students with the education and skills to:

• perform dental hygiene services in a variety of settings (e.g., public health clinics, school systems, institutions, and hospitals)

• serve as a resource person and collaborate with other healthcare personnel in assessing healthcare needs and providing health care services to the public

• assess, plan, implement, and evaluate effective teaching methodologies in an educational setting

• supervise the teaching of dental hygiene services in a clinical or public health setting

• prepare for admission to graduate degree programs

• continue their professional education and personal growth

Admission Policies & Procedures for Bachelor of Science in Dental Hygiene -Degree Completion

Graduates from an ADA accredited dental hygiene program holding an *Associate of Science in Dental Hygiene* degree and a current dental hygiene license must submit an online application by ***February 1*** to be considered for the Bachelor of Science in Dental Hygiene - Degree Completion program. An applicant who received their *Associate of Science in Dental Hygiene* degree with a minimum of 90 credit hours from an accredited program other than Indiana University will be considered a transfer student for the purpose of fulfilling general education requirements at IU Northwest. If a graduate from an Associate of Science in Dental Hygiene (ASDH) program does not have the minimum 90 credits hours, the student will need to take additional *approved* course electives

at IU Northwest which must total 90 credit hours prior to applying to the BSDH degree completion program.

Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credit from other accredited institutions if the *residency requirement* has been met. However, priority consideration is given to those students completing the majority of their coursework on the IU Northwest campus. Contact the Dental Education Program Advisor for more information. A minimum cumulative GPA of 2.50/4.00 is required. Students with the highest overall GPA will be granted admission. Students are expected to complete the coursework for the completion degree within seven years from the date of admission.

Residency Requirements

- A minimum of 30 credit hours must be completed at Indiana University. Transfer credit into Indiana University will not count toward meeting the residency requirement.
- 20 of the 30 credit hours for the BSDH Completion Degree must be taken at IU Northwest.
- Students must earn a grade of C or higher in all required courses and maintain a semester and overall GPA of at least 2.5/4.0.
- Completion of the degree must be within seven years from the date of enrollment in the first course toward the BSDH completion degree.

Admission is competitive based on cumulative GPA, pre-professional coursework, and the GPA for professional dental hygiene courses. The bachelor of science in dental hygiene degree completion requires 30 credit hours beyond the 90 earned for the IU Northwest ASDH degree to equal 120 credit hours.

Bachelor of Science in Dental Hygiene - Degree Completion Requirements

General Education Course Requirements for the Dental Hygiene Degree Completion (23 credit hours)

- MATH M100 Basic Mathematics (4 cr.)
- PBHL P201 Urban Public Health (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- SPEA K300 Statistical Techniques (3 cr.)
- Arts and Humanities Electives (10 cr.)

Professional Education Courses for the Dental Hygiene Degree Completion (7 credit hours)

- DHYG- H402 Practicum in Dental Hygiene Education - Capstone (4 cr.)
- DHYG- H405 Dental Healthcare Research (3 cr.)

Health Information Management Programs

Administrative Officers

Dorinda Sattler, MJ, RHIA, CHPS, CPHRM, *Interim Program Director, Health Information Management Programs and Clinical Associate Professor*

Patricia Johnson, MS, RHIA, *Clinical Coordinator Health Information Technology and Clinical Assistant Professor*

Web site: www.northwest.iu.edu/health-information-management/
Phone: (219) 980-6899

About the Health Information Management Programs

A career in health information management combines the disciplines of medicine, information management, computer technology, finance, and law within the health care industry.

HIM professionals bring unique skills to the healthcare industry. These skills include the ability to:

- Manage medical records and health information systems
- Enhance the quality and uses of data within the healthcare industry
- Summarize data into useful information
- Comply with standards and regulations regarding health information
- Protect the privacy and security of patient health information
- Ensure health information is complete and available to authorized users
- Code health information for reimbursement and research.

Within the Department of Health Information Management, interested students can obtain an Associate of Science Degree in Health Information Technology or a Bachelor of Science degree in Health Information Administration. For information on related credentialing exams and career opportunities, please refer to the specific degree information that follows.

Programs' Mission, Vision and Goals of the Health Information Management Programs.

Mission Statement

The mission of the Indiana University Northwest Health Information Management programs is to provide a quality health information education that prepares students to fulfill the roles of competent and ethical practitioners in the 21st century. The Program seeks to instill student values related to the privacy, security, integrity, and accuracy of patient health information, thereby helping to improve the quality of life in the communities we serve.

Vision

Students will be prepared to become active citzens, lifelong learners, and enjoy successful careers as part of the healthcare team in Health Information, Informatics, and Information Governance to advance professional practice and standards.

Program Goals

The programs continuously review the appropriateness and effectiveness of the curriculum, with the results of the program assessment used as the basis for ongoing planning and improvement. This review is met by utilizing a dedicated Program faculty, clinical faculty, and an advisory board. With strong faith in these professionals, we set forth the following student learning goals:

1. To demonstrate competence in curricular standards as set forth by the AHIMA
2. To effectively carry out the functions of the health information management discipline
3. To be prepared for continued learning at a graduate level of study

4. To be actively engaged within the health information professional community

Associate of Science Degree Program

Health Information Technology

The health information technician is a professional skilled in the clinical data analysis,reporting of health care data and provision of clinical data support to health care information systems operations.

The graduate health information technician generally works in the health information department of a hospital or corporate healthcare facility headquarters, ambulatory care facility, or other type of health care facility. Some of the functions are supervising within the health information department; compliance and risk management functions, coordinating flow of health information to all departments of the hospital; compiling statistics; analyzing health record data for electronic completeness and accuracy; coding and classifying diagnoses and procedures that impact facility reimbursement; assigning diagnosis-related groups (DRGs) or ambulatory payment classifications (APCs); operating a cancer registry; functioning as a privacy officer for the facility; preparing special studies and tabulating data for research; performing quality management and utilization management activities, and other performance improvement activities, and acting as an electronic health record coordinator assisting with system implementations and workflow operations.

Graduates are eligible to apply to write the American Health Information Management Association National certification exam. Upon passing this exam, they may use the initials RHIT, Registered Health Information Technician.

Educational Program

Length of the Program

The Health Information Technology Program is two years in length if the student attends on a full-time basis. Opportunities are available for progression through the program on a part-time basis.

Structure of the Professional Program

Health Information Technology core courses are offered primarily during the day, on campus or online.

Design of the Professional Curriculum

Students accepted into the Health Information Technology Program typically begin the course of study in the fall semester. The curriculum consists of general-education courses, technical courses in health information technology, and clinical experience in health care facilities.

Location of Clinical Sites

The program utilizes most hospitals in Northwest Indiana; Additional nonacute care facilities throughout the area are also utilized. The student is responsible for their own transportation to these clinical sites.

Additional Cost

In addition to regular university fees, students are responsible for the cost of a PPD test, completion of a criminal history background check and proof of immunizations before attending clinical sites. They are also responsible for any travel expenses incurred as part of the clinical experience.

Opportunity for Students to Work

Many students accept part-time employment in local health care facilities while completing the professional course work.

Program Facilities

The Health Information Technology Program offices and classrooms are located in the Dunes Medical building at IU Northwest.

Accreditation

The Health Information Technology Program of IU Northwest is fully accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Criminal Background Checks

Most of the clinical sites where IU Northwest Health Information Technology students complete their professional practice experiences require a national criminal background check before students can be placed in their assigned facilities. Based on the requirements of these agencies, as well as state and federal regulations, all students in the Health Information programs must undergo a national background check prior to admission and annually thereafter. The Health Information Program has selected CastleBranch.com to complete these background checks. The results of a student's background check may impact their admission status in the Health Information programs, preclude students from attending professional practice experiences, and/or affect their ability to obtain certification. If an incident occurs that would change the student’s background check, the student is required to notify the Health Information department immediately. The student will be required to pay for a background re-check. Failure to adhere to the above policy will result in dismissal from the program. The student will not be able to re-register until this requirement is met. The student will be responsible for any late registration fees incurred. If professional practice experience time is missed, the student is subject to the professional practice experience absence policy.

Drug Screen

Professional practice sites may require students to have a drug screen prior to attending the professional practice experience at their facility, or may require one on demand in certain situations. Failure to comply immediately will result in removal from the site and possible dismissal from the program. Additionally, a positive drug screen may prevent students from being able to be placed in a professional practice agency. See program information for program-specific policies.

Health Requirements

All Health Information Technology students are required to show proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for professional practice experiences. Specific instructions will be distributed prior to professional practice assignment. Failure to meet those health requirements will make the student ineligible for professional practice classes, which will be subject to the program absence policies and will impact the student’s ability to graduate with the degree.

Memberships
Students in the Health Information Management Technology program are strongly encouraged to join the American Health Information Management Association (AHIMA). Faculty frequently require students to access the AHIMA site in various courses. In addition, there are many member benefits that the AHIMA offers. A student member receives a discount when applying to sit for the RHIT exam. For more information about Health Information Management, a prospective student may visit my.ahima.org/careermap.

Admission
Admission to the program is open.

Class Size

30 students each fall semester.

Specific Requirements

In addition to the College of Health and Human Services admission policies and procedures found at the beginning of the bulletin, the following admission policies apply to the Health Information Technology Program at IU Northwest.

Application Deadline

Applications are accepted year round.

Minimum Cumulative Grade Point Average

C (2.0 on a 4.0 scale). Grades from remedial courses are not figured into the cumulative grade point average.

Distribution of Credit Hours in Specific Areas

Students must complete 24 credit hours in liberal arts as part of the degree requirements.

Limitations of Course Work

Remedial courses may not be counted as credit hours toward a degree. Courses completed in the former Division of General Studies do not count toward a degree.

Minimum Specific Grade Point Average

The program computes a selected course grade point average based on courses the student may have taken that are required by the program. Grades from remedial course are not included.

Essential Performance Standards

A degree in Health Information attests to the mastery of knowledge and skills. Graduates must possess the essential knowledge and skills to function in a variety of professional situations and render a wide spectrum of expertise. The Health Information Management faculty has therefore specified nonacademic criteria, Essential Performance Standards, which all applicants and students are expected to meet in order to participate in the Health Information programs. These criteria include the following five categories: observation; communication; motor function; intellectual-conceptual, integrative and qualitative abilities; and behavior and social attributes.

Curriculum
Health Information Technology Curriculum (60 cr.)

Fall Semester

- ENG W131* Elementary Composition I (3 cr.)
- PHSL P261 Human Anatomy & Physiology I (4 cr.)
- HIM M195* Medical Terminology (3 cr.)
- CSCI A106 Introduction to Computers (3 cr.)
- HIM M100* Introduction to Health Care Delivery and Health Information Management (3 cr.)

Total (16 cr.)

Spring Semester

- PHSL P262 Human Anatomy & Physiology II (4 cr.)
- HIM M101* Introduction to Health Records (3 cr.)
- HIM M107* Computer Applications in Health Information Technology (3 cr.)
- MATH M100 Basic Mathematics (4 cr.)

Total (14 cr.)

Summer Session I

- HIM M193* CPT Coding (2 cr.)

Fall Semester

- HIM M201* Coding and Classification Systems (2 cr.)
- HIM M202* PPE (3 cr.)
- HIM M245* Health Record Law (3 cr.)
- HIM M205* Pathology (3 cr.)
- HIM M208* Coding Lab (1 cr.)

Total (12 cr.)

Spring Semester

- HIM M200* Management in Health Information Technology (2 cr.)
- HIM M203* Health Care Delivery & Quality Management (3 cr.)
- HIM M204* PPE (2 cr.)
- SPCH S121 Public Speaking (3 cr.)
- HIM M206* Reimbursement Principles in Healthcare (3 cr.)
- PSY P101 Introduction to Psycholgy I (3 cr.)

Total (16 cr.)

*Professional core course: A grade of C (2.0) or higher is required in order to take professional core courses that occur later in the course sequence for this major.

Bachelor of Science - Health Information Administration

The B.S. degree in Health Information Administration prepares students to function in a leadership capacity in a variety of healthcare organizations. Students are prepared to manage the electronic health record working with physicians, nurses, allied health professionals, and administrators to ensure proper workflow, confidentiality, and quality of documentation within the medical records. Professionals can perform the job functions of electronic health record trainer, support analyst, and work alongside IT experts to ensure proper support and build of systems. HIA professionals are poised to work with data quality experts to ensure accurate collection and presentation of data, manage revenue cycle processes within healthcare organizations, function as a privacy officer, and direct

the functions of a Health Information Management Department.

Educational Program

Length of the Program

The Health Information Administration program is four years in length if the student attends on a full-time basis and does not have a prior degree in Health Information Technology. For a current HIT professional it could take two to two and one-half years to complete the HIA professional program courses. Opportunities are available for progression through the program on a part-time basis.

Structure of the professional program

A student accepted into the Health Information Administration program, with no prior degree in Health Information Technology, will be required to take all Health Information Technology program courses which are offered primarily during the day, in class or online. Once a student progresses to 300 and 400 level professional courses all are offered online only.

Design of the Professional Curriculum

Students accepted into the Health Information Administration Program typically begin the course of study in the fall semester. The curriculum consists of general-education courses, technical courses in health information technology, and clinical experience in health care facilities at a location convenient for the student. For those students who already hold a prior degree in Health Information Technology, students can begin the program anytime in the fall or spring semesters.

Location of Clinical Sites

The program generally utilizes all hospitals and other healthcare organizations within the counties that Indiana University Northwest serves. For students not living within these areas appropriate arrangements can be made with the program Clinical Coordinator to accommodate a clinical placement at a facility convenient to their home or work. The student is responsible for their own transportation to these clinical sites.

Additional Cost

In addition to regular university fees, students are responsible for the cost of a PPD test, completion of a criminal history background check and proof of immunizations before attending clinical sites. They are also responsible for any travel expenses incurred as part of the clinical experience.

Opportunity for Students to Work

Many students accept part-time employment in local health care facilities while completing the professional course work.

Program Facilities

The Health Information Management Program offices and classrooms are located in the Dunes Medical building at IU Northwest.

Accreditation

The Health Information Administration Program of IU Northwest is fully accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Memberships

Students in the third and fourth year of the Health Information Administration program are required to join the American Health Information Management Association (AHIMA). Faculty frequently require students to access the AHIMA site in various courses. In addition, there are many member benefits that the AHIMA offers. A student member can also obtain a discount when applying to sit for the RHIA exam. For more information about Health Information Management, a prospective student may visit www.ahima.org/career-map.

Criminal Background Checks

Most of the professional practice sites where IU Northwest Health Information Administration students complete their professional practice experiences require a national criminal background check before students can be placed in their assigned facilities. Based on the requirements of these agencies, as well as state and federal regulations, all students in the Health Information programs must undergo a national background check prior to admission and annually thereafter. The Health Information Program has selected CastleBranch.com to complete these background checks. The results of a student's background check may impact their admission status in the Health Information programs, preclude students from attending professional practice experiences, and/or their affect ability to obtain certification. If an incident occurs that would change the student's background check, the student is required to notify the Health Information department immediately. The student will be required to pay for a background re-check. Failure to adhere to the above policy will result in dismissal from the program. The student will not be able to re-register until this requirement is met. The student will be responsible for any late registration fees incurred. If professional practice experience time is missed, the student is subject to the professional practice experience absence policy.

Drug Screen

Professional practice sites may require students to have a drug screen prior to attending professional practice experiences at their facility, or may require one on demand in certain situations. Failure to comply immediately will result in removal from the site and possible dismissal from the program. Additionally, a positive drug screen may prevent students from being able to be placed in a professional practice agency. See program information for program-specific policies.

Health Requirements

All Health Information Administration students are required to show proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for professional practice experiences. Specific instructions will be distributed prior to professional practice assignment. Failure to meet those health requirements will make the student ineligible for professional practice classes, which will be subject to the program absence policies and will impact the student's ability to graduate with the degree.

Admission

Admission

Students with no prior education or credential in health information may enter the program after completing the admission requirements of the university.

Students who have graduated with a health information management associate degree from a CAHIIM accredited program may enter the BS in HIA program at the junior level. Credit will be awarded for 100-200 level HIM core courses.

Class Size

Varies

Specific Requirements

In addition to the College of Health and Human Services admission policies and procedures found at the beginning of the bulletin, the following admission policies apply to the Health Information Management Programs at IU Northwest.

Application Deadline

Applicants are accepted year round.

Minimum Cumulative Grade Point Average

C (2.0 on a 4.0 scale). Grades from remedial courses are not figured into the cumulative grade point average.

Distribution of Credit Hours in Specific Areas

Students must complete 57 credit hours in various general education courses as part of the degree requirements.

Limitations of Course Work

Remedial courses may not be counted as credit hours toward a degree.

Minimum Specific Grade Point Average

The program computes a selected course grade point average based on courses the student may have taken that are required by the program. Grades from remedial courses are not included.

Essential Abilities

A degree in Health Information attests to the mastery of knowledge and skills. Graduates must possess the essential knowledge and skills to function in a variety of professional situations and render a wide spectrum of expertise. The Health Information Management faculty has therefore specified nonacademic criteria, Essential Performance Standards, which all applicants and students are expected to meet to participate in the Health Information programs. These criteria include the following five categories: observation; communication; motor function; intellectual-conceptual, integrative, and qualitative abilities; and behavior and social attributes.

Curriculum

If a student already holds an AS in Health Information Technology it is not necessary to repeat coursework from the Health Information Technology program.

Fall Semester – Year 1

- ENG-W 131 Elementary Composition I (3 cr.)
- PHSL-P 261 Human Anatomy & Physiology I (4 cr.)
- HIM-M 195* Medical Terminology (3 cr.)
- CSCI-A 106 Introduction to Computers (3 cr.)
- PSY-P 101 Introductory Psychology I (3 cr.)

Total 16 cr.

Spring Semester – Year 1

- PHSL-P 262 Human Anatomy & Physiology II (4 cr.)
- MATH-M 100 Basic Mathematics (4 cr.)
- CSCI-A 285 Advanced Microcomputer Applications (3 cr.)
- SOC-S 161 Principles of Sociology (3 cr.)

Total 14 cr.

Fall Semester – Year 2

- HIM-M 100* Introduction to Health Care Delivery and Health Information Management (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)
- HIM-M 205* Pathology (P: P261 & P262) (3 cr.)
- Cult and Hist Elective (3 cr.)
- CSCI-A 213 Database Applications (3 cr.)

Total 15 cr.

Spring Semester – Year 2

- Arts & Hum elective (3 cr.)
- Cult & Hist elective (3 cr.)
- HIM-M 101* Introduction to Health Records (3 cr.)
- HIM-M 107* Computer Applications in Health Information Technology (3 cr.)
- SPEA-K 300 Statistical Techniques (3 cr.)

Total 15 cr.

Summer Session

- HIM-M 193* CPT Coding (2 cr.)

Fall Semester – Year 3

- HIM-M 201* ICD Coding and Classification Systems (2 cr.)
- HIM-M 208 Coding Lab (1 cr.)
- HIM-M 245* Health Record Law (3 cr.)
- HIM-M 202* PPE (3 cr.)
- BUS-A 201 Intro to Fin. Acctg. (3 cr.)

Total 12 cr.

Spring Semester – Year 3

- HIM-M 203* Health Care Delivery & Quality Assessment (3 cr.)
- HIM-M 204* PPE (2 cr.)
- HIM-M 200* Management in Health Information Technology (2 cr.)
- HIM-M 206* Reimbursement Principles in Health Care (3 cr.)
- ENG-W 231 Prof Writing Skills (3 cr.)
- Arts & Hum elective (3 cr.)

Total 16 cr.

Fall Semester – Year 4

- BUS-Z 302 Organizational Behavior & Leadership (3 cr.)
- HIM-M 401* Heathcare Data Management in HIM (3 cr.)
- HIM-M 410* Computer Systems in Healthcare and HIM (3 cr.)
- HIM-M 302* Health Record Law II and Ethics (3 cr.)
- HIM-M 403* Organization and Management of HIM (3 cr.)

Total 15 cr.

Spring Semester – Year 4

- HIM-M 404* Research Principles for HIM (3 cr.)
- HIM-M 301* Health Quality and Information Management (3 cr.)
- HIM-M 402 * Health Finance and Budgeting for HIM (3 cr.)
- HIM-M 415* Capstone (1-4 cr.)

Total 13 cr.

Summer I – Year 4

- HIM-M 459* Affiliation Experience (4 cr.)

TOTAL 120 cr.

*Professional core course: A grade of C (2.0) or higher is required in order to take professional core courses that occur later in the course sequence for this major.

Minor in Health Administration Administration

The Department of Health Information Management in the College of Health and Human Services is offering a Minor in Health Information Administration (HIA) at the IU Northwest campus.

The minor contains 15 credits, 5 courses from the BS curriculum in HIA. The minor would appeal to students from Computer Science, Nursing, and others. Informatics in the health care industry is a blend of information technology (IT), clinical knowledge, and the electronic health record documentation management and application issues. The minor could also appeal to other majors on the campus, but is particularly useful in the current health care field with the electronic health record, data management, the clinical documentation improvement focus, medical informatics, and healthcare IT departments.

The minor would include the following courses, which must be taken in the sequence listed, from our BS curriculum:

- M195 Medical Terminology (3 cr.)
- M101 Introduction to Health Records (3 cr.) P: M195
- M107 Computer Applications in Health Information Technology (3 cr.) C: M101
- M301 Healthcare Quality and Information Management (3 cr.) P: M195, M101, M107
- M410 Computer Systems in Healthcare (3 cr.) P: M195, M101, M107

School of Nursing

Administrator

Crystal Shannon, Ph.D., RN, CNE, NHDP-BC Associate Professor of Nursing and Director

Web site: www.northwest.iu.edu/nursing/
Phone: (219) 980-6600

About the School of Nursing

The School of Nursing offers the Bachelor of Science in Nursing. In addition to the traditional option, there are two mobility options. First, the B.A./B.S. Mobility Option is an 18-month, full-time program, designed for individuals who have earned a bachelor's degree in a non-nursing fieled and have decided on a career in nursing. We offer the RN to BSN Mobility Option for Registered Nurses wishing to complete their bachelor's degree. In this option, all nursing courses are online and, after the completion of any remaining general education courses, can be completed in as little as 12 months of full-time study. We also offer a Masters of Science in Nursing Program with track options in Family Nurse Practititioner, Nursing Education and Nursing Administration.

The School of Nursing recognizes and embraces its urban identity and the diversity of all of its stakeholders. The School contributes to the mission of IU Northwest of fostering health and human dignity, by educating professional nurses and developing collaborative partnerships among the health science professions and the surrounding communities. Our focus is on delivering a student-centered education that prepares our graduates for evidence-based nursing practice that contributes to the health and well being of individuals, families, and the communities we serve.

Value Statement

The IU Northwest School of Nursing values a culture of healthcare quality and safety, and embraces excellence in patient-, family-, community-, and population-centered care, evidence-based practice, collaborative partnerships, teamwork, and professional integrity.

Code of Ethics for Nurses

Students who are preparing to enter the profession of nursing are expected to follow the *Code of Ethics for Nurses.* Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Nurses' Association in 1950 and revised in 1960, 1968, 1976, 2001 and, most recently, 2015. The Code of Ethics with Interpretive Statements can be found at: http://www.nursingworld.org/DocumentVault/Ethics_1/Code-of-Ethics-for-Nurses.html.

Accreditation

Both the Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Rd. NE Suite 850, Atlanta, GA, 30326, phone: (404) 975-5000. In addition, the Bachelor of Science in Nursing program is accredited by the Indiana

State Board of Nursing (ISBN only accredits pre-licensure programs).

Memberships

The School of Nursing is an agency member of the National League for Nursing and the American Association of Colleges of Nursing.

Alumni Association

The School of Nursing Alumni Association is a constituent member of the Alumni Association of the university with representation on its executive council.

Sigma Theta Tau International

The Alpha Chapter of the international honor society of nursing was organized at Indiana University. Students may be admitted to membership when they have demonstrated excellence in their nursing programs and have shown superior academic and personal records Qualified members of the nursing profession, upon demonstration of marked achievement in nursing, are also eligible for membership. Leadership, research, and scholarship constitute the purposes of Sigma Theta Tau.

Student Nurses' Association

Undergraduate students are eligible for membership in the National Student Nurses' Association, Indiana Association of Nursing Students, and IU Northwest's local chapter. The chief purpose of the organization is to aid in the preparation of students for the assumption of professional responsibilities.

Bachelor of Science in Nursing

Philosophy

Baccalaureate nursing education provides a broad foundation in the sciences and liberal arts necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a global society. Graduates of the baccalaureate nursing program are expected to embody the professional identity of the nurse and to demonstrate competencies consistent with being a critical thinker; a culturally sensitive individual; a knowledgeable care coordinator who embraces and uses technology effectively; an effective communicator; an accountable leader and manager who understands the regulatory environments that affect professional nursing; and a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse care environments. Baccalaureate graduates partner with individuals, families, communities, and populations in attaining mutually established health goals and in facilitating their highest level of functioning and the maximization of their health potential. Baccalaureate nursing education must prepare graduates to be in the forefront of patient care quality and safety and to design and develop more efficient approaches to the delivery of health care services as full partners on the healthcare team.

Bachelor of Science in Nursing Program Outcomes

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 promotes diversity across the care continuum.
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.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Admission Policies

Three categories of students are admitted to the baccalaureate program:

- Basic or traditional baccalaureate students pursuing initial preparation for nursing
- B.A./B.S. to B.S.N. (students who hold a bachelor's degree in fields other than nursing)
- RN to B.S.N. (students who hold an associate's degree or diploma in nursing and who hold a valid nursing license)

Admission Procedure

1. Admission to Indiana University as a degree- seeking student.

2. Completion of at least 26-28 credit hours of prerequisite courses (including those listed below) with a grade of C (2.0) or above in each course by the second completed attempt and prior to summer semester admission. Students may repeat no more than three (3) required B.S.N. general-education courses. Of the three (3) courses, no more than two (2) sciences may be repeated.

- W131 English Composition
- P261/P262 Anatomy & Physiology I and II
- P101 or P102 Introduction to Psychology
- S161 Principles of Sociology
- M100 Basic Mathematics (or a higher level math course (M118, M119, or M125, excluding M110)
- C110 The Chemistry of Life

3. Submission of the Application for Admission to the Baccalaureate Nursing Major by April 1 for fall semester (traditional) and January 1 for Summer (BA/BS to BSN). Applications for the RN-BSN option may be submitted summer, spring, or fall. Applications are obtained from

the School of Nursing website. **STUDENTS MUST MEET WITH A NURSING ADVISOR PRIOR TO APPLICATION.**

4. Achieve a minimum 2.5 cumulative grade point average and a minimum 2.7 prenursing grade point average. The cumulative grade point average (GPA) will be calculated according to the Indiana University Policy for FX Grading Option regardless of when the course was taken. The nursing GPA is calculated on all required courses for the nursing program. Students may exercise the grade replacement policy for a limit of three general education courses not to exceed 10 credit hours.

5. Return of the signed acceptance letter by the date indicated on the offer of admission.

6. Submission of an official transcript to the School of Nursing for all work being transferred from another university. To obtain an official transcript, the student must request an official transcript from the other institution(s) to be forwarded to the Office of Admissions, IU Northwest, for evaluation.

Applicants meeting the above criteria will be placed in rank order from high to low based upon the prenursing grade point average in the required prerequisite courses. The traditional baccalaureate curriculum has one year of prerequisite courses followed by three years of nursing and other general education courses. Nursing courses are open only to students who have been admitted into the nursing program. Prerequisite courses may be taken at any of the Indiana University campuses or may be accepted as transfer credits from other accredited institutions.

Admission to the baccalaureate nursing major is selective and competitive.

Application and admission are valid only for the semester designated.

Direct all inquiries concerning the School of Nursing, advising, and application to the program to the Coordinator of Student Services, School of Nursing, 3400 Broadway, Gary, IN 46408. Phone: (219) 980-6611.

B.A./B.S. to B.S.N. Mobility Option for Graduates of a Bachelor's Degree Program in a Nonnursing Field

Admission to the B.A./B.S. to B.S.N. Mobility Option is competitive. Candidates for admission will have previously earned a bachelors degree in a nonnursing field with a graduation GPA of 2.5 or higher, have an IU GPA of 2.5 or higher, and a 3.0 on a 4.0 scale for all general-education course work counting toward the B.S.N. degree. All general education requirements must be met prior to program admission. Application to Nursing is due January 1. **STUDENTS MUST MEET WITH A NURSING ADVISOR PRIOR TO APPLICATION.**

R.N. to B.S.N. Mobility Option for Graduates of an Associate of Science Degree or Diploma Program

Students wishing to be admitted to the RN to BSN Mobility Option must be Registered Nurses with an unencumbered license in the state in which you are practicing and/or plan to meet your clinical requirements, and have a graduation GPA of 2.5 from their Associate Degree or Diploma Program. Students may apply for admission in summer, spring, or fall.

National Background Check Policy

Most of the clinical sites where Indiana University Northwest School of Nursing students complete their hands-on clinical experiences (such as hospitals, clinics, and other agencies) require a national criminal background check before students can be placed in their organization. Based on the requirements of these agencies, as well as state and federal regulations, all students in the School of Nursing must undergo a national background check prior to admission and annually thereafter (more information will be given on admission). The background check includes the residency history for the past seven years, including all counties of residence. The results of a student's background check may impact his or her admission status in the School of Nursing, preclude students from attending clinical, and/or affect ability to obtain licensure as a registered nurse (RN) in the state of Indiana and other states.

Per the School of Nursing's clinical affiliation agreements, all background checks that are other than negative will be sent to the student's clinical agency/agencies for review. If a clinical agency refuses to allow a student to participate in a clinical at the agency, the student may not be allowed to progress in the nursing program.

If an incident occurs that would change your background check, you are required to notify the School of Nursing immediately. You may be required to pay for a background re-check.

Failure to adhere to the above policy will result in dismissal from the program. The student will not be able to re-register until this requirement is met. The student will be responsible for any late registration fees incurred. If clinical time is missed, the student is subject to the clinical absence policy.

Health Requirements

All nursing students at IU Northwest must show proof that they have met the immunization (including mandatory yearly seasonal flu vaccination), physical examination, and laboratory examination requirements of hospitals and other health agencies used for clinical experiences, as well as health care provider CPR certification. Specific instructions will be distributed prior to clinical assignment. Failure to meet those health requirements will make the student ineligible for clinical classes. Annual OSHA training related to blood-borne pathogens is required of all students. Students will be notified of training dates and times. The School of Nursing faculty and administrators strongly encourage students to carry personal health insurance. The school will not be liable for any health problems requiring medical treatment for students enrolled in programs, including illness or injury during clinical rotation.

Students failing to submit documentation by the stated deadline will not be able to attend clinical courses. The clinical absence policy applies.

Drug Screen Policy

Some clinical sites require a drug screen. In addition, faculty reserve the right to require a drug screen, at

the student's expense, if the situation warrants. Failure to comply immediately will result in dismissal from the nursing program.

Dress Code

Nursing students wear the designated uniform of the school. All students wear the designated photo identification badge. For experience in community nursing, all students wear the uniform designated by agency policy. Students not appropriately attired may be asked to leave the clinical area by their instructor. Such an occurrence constitutes an absence.

Application Ineligiblity

A student shall be ineligible for the nursing program if, by the second completed attempt, he/she fails to earn a minimum grade of C (2.0) in any required general-education course. Students may repeat no more than three required general-education courses. Of the three courses, no more than two sciences may be repeated. A pattern of course withdrawals may reduce the student's chances of admission to the undergraduate nursing program. Students must meet minimum cumulative and pre-nursing GPA requirements.

Eligibility for Licensure

Any person who makes application for examination and registration as a registered nurse in the state of Indiana shall submit to the Indiana State Board of Nursing at the Indiana Professional Licensing Agency written evidence, verified by oath, that he/she

- has completed an approved high school course of study or the equivalent as approved by the appropriate educational agency;
- has completed the prescribed curriculum in a state-accredited school of nursing and holds a diploma or certificate there from; and
- has not been convicted of any act that would constitute a ground for disciplinary sanction under the state board rules and regulations or of any felony that has direct bearing on the individual's ability to practice competently. *(Note:* Convictions include the possession and use of drugs or controlled substances.) Most states, including Indiana, require a national criminal background check.

Rules and regulations governing licensing in Indiana are available from the Indiana Professional Licensing Agency.

International students and graduates of schools of nursing that are outside the United States must meet the requirements of the Indiana State Board of Nursing for eligibility to sit for the licensing examination.

Application for National Council Licensure Examination (NCLEX)

The School of Nursing will make available the necessary forms to take the examination in Indiana. Those students taking the examination in other states are responsible for obtaining the appropriate forms from those states. It is the student's responsibility to complete the application process and meet the mailing and payment deadlines for taking the NCLEX (state board examination for licensure).

School of Nursing Dean's List

Full-time undergraduate students in the School of Nursing will be placed on the School of Nursing Dean's List each semester that they receive a GPA of 3.5 or above. Part-time students will be honored after they have had consecutive fall and spring semesters (during the same academic year) on a part-time basis and they have accumulated 12 credit hours or more.

Repeating Courses

See School of Nursing Policy on repeat of Nursing courses.

Academic Policies
Academic Standing/Progression Standards
Students Admitted to the Nursing Major

The following policies apply to all students admitted to the baccalaureate major in the School of Nursing.

Good Standing

Students who maintain a C (2.0) or higher average in all courses, a grade of C (2.0) or higher in all courses required for the degree, and a grade of S in clinical nursing courses will be in good academic standing.

Academic Probation

A student will be placed on probation when any of the following conditions exist:

1. Cumulative grade point average is below 2.0.
2. Semester grade point average is below 2.0.
3. A grade below C has been earned in a required course.
4. Professional or personal misconduct (may result in dismissal from the School of Nursing).

Academic probation will be removed after the semester when the following conditions exist:

1. Cumulative grade point average is 2.0 or higher.
2. Semester average is 2.0 or higher.
3. A grade of C or above has been earned in the required course(s).
4. Remedial course work, if required, has been completed, and/or specified conditions have been met.

Dismissal

A student may be dismissed from the School when, in the judgment of the faculty, there is lack of progress toward the degree. Evidence of lack of progress consists of one or more of the following, but is not limited to:

1. Failure to attain a cumulative grade point average of 2.0 in two semesters.
2. Failure to attain a grade of C (2.0) or above for didactic or S for clinical upon repeating a nursing course.
3. Failure to attain a grade of C (2.0) or above, or a grade of S for clinical courses, in two or more nursing courses.
4. Failure to meet probationary stipulations in the semester following the assignment of probation.
5. Failure to achieve a grade of C (2.0) or above in any required general education course upon the second attempt.

6. A pattern of withdrawal from nursing courses. See School of Nursing withdrawal policy.
7. Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment; violation of patient/ client confidentiality resulting in denial of access to a clinical facility, or other personal or professional misconduct. *A student may be dismissed from the School of Nursing without being placed on probation when any of these conditions exist.*

The faculty reserves the right to require the withdrawal of any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for professional nursing. Dismissal is subject to the appeal process. The student can initiate the appeal through a letter sent to the coordinator of Student Services, who will forward it to the faculty.

Reentry

Failure to register in each sequential semester, excluding summer sessions, constitutes an interruption in the student's program. Students who have so interrupted their programs are required to submit written request of intent to reenter the program to the academic advisor. All requests for reentry will be evaluated on the basis of available resources. Students who reenter must adhere to the academic policies in effect at the time of reentry. Reentry of students who have interrupted their study, for any reason, is not guaranteed. Reentry may require vaidation of skill competency.

Graduation/Degree Requirements

Prospective students should study the requirements for admission to the School of Nursing, the specific curriculum requirements and sequences, and requirements for the degree. Students are responsible for meeting degree requirements and for making application for the degree. The deadlines for filing the application for a degree are September 1 for December and May graduation. The School of Nursing is not responsible for certifying students for the degree if they do not file the application.

All candidates for the Bachelor of Science in Nursing degree must fulfill the following requirements:

1. Satisfactory completion of a minimum of 120 credit hours that apply to the degree.
2. Minimum cumulative grade point average of 2.0.
3. Minimum of a C (2.0) in each required course or equivalent. A C- is less than minimum.
4. Completion of the nursing major within six years of the first enrollment. (traditional option) OR 4 years for BA/BS-BSN option
5. Residency requirements.

S/F Grades for Clinical Nursing Courses

A student must receive a grade of S (satisfactory) in each clinical nursing course. Failure to receive a grade of S constitutes failure. An S indicates a grade of A, B, or C (2.0). Faculty evaluate the quailty of clinical performance by standards listed in course syllabi.

Repeat of Nursing Courses

A student who receives less than a C (2.0) in a nursing didactic course or less than an S in a clinical course may be permitted to repeat the course. A student will receive no more than two opportunities to successfully complete a given nursing course. Failure to receive a C (2.0) upon repeating a nursing course or failure in two or more nursing didactic or clinical nursing courses will result in dismissal.

Repeat of Required General Education Courses

To qualify for admission and progression, a student must earn a grade of C (2.0) or higher in all required general-education courses (C- is not acceptable) by the second completed attempt. Students may repeat no more than three (3) required B.S.N. general- education courses. Of the three (3) courses, no more than two (2) sciences may be repeated.

Pass/Fail Option

A maximum of 6 elective credit hours taken under this option may be applied to the B.S.N. degree. Required prerequisite courses may not be taken uder this option.

Independent Study Courses

Required and elective courses for the nursing major, except public speaking, currently available as independent study at Indiana University may be taken for credit. Some courses, however, may not meet degree requirements. Students must contact the Coordinator of Nursing Student Services before enrollment. Nursing majors are required to have the academic advisor's signature for all independent study courses. Final examinations in all independent study courses must be completed no later than three weeks prior to the expected graduation date.

Courses Excluded from the Degree

Credits earned in remedial courses do not apply to the B.S.N. degree. Credits from courses that have been repeated may be counted only one time to meet the credit hour requirement for the degree. The second completed attempt will be counted toward the GPA.

Withdrawal from a Nursing Course

If a student withdraws from a didactic course, withdrawal from the co-requisite clinical course is required (and vice versa) if it is before the Automatic Withdrawal Date. A pattern of withdrawals may make the student ineligible to progress; see the School of Nursing Withdrawal Policy.

Seven-Year Limit

Anatomy and Physiology I and II, Microbiology, Chemistry, Statistics, and Life Span Development have a seven year age limit. Students may opt to (1) take the course again or (2) challenge the course by examination.

B.S.N. Curriculum Plans

General Education Requirements for the Bachelor of Science in Nursing (B.S.N.) (Applicable to Traditional Students Only)

The general education courses for the B.S.N. have been divided into six clusters. Some courses within the cluster may be required while others may be selected from a specific list of courses.

Cluster I Mathematical/Physical/Life Sciences (26 credit hours required)

- PHSL P130 Human Biology (4 cr.)
- PHSL P261 Human Anatomy and Physiology I (4 cr.)

- PHSL P262 Human Anatomy and Physiology II (4 cr.)
- CHEM C110 The Chemistry of Life (3 cr.)
- MATH M100 (4 cr.)
- BIOL M200 Microorganisms in Nature and Disease (4 cr.)
- PSY K300 Statistics (3 cr.)

Cluster II Communication (9 credit hours required)

- ENG W131 Elementary Composition (3 cr.)
- SPCH S121 Public Speaking (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)

Cluster III Cultural and Historical Studies (6 credit hours required).

A list of courses meeting this requirement is available on request.

Cluster IV Social and Behavioral Sciences (6 credit hours required)

- SOC S161 Principles of Sociology (3 cr.)
- Select one of the following (3 cr.)
  - PSY P101 Introductory Psychology I
  - PSY P102 Introductory Psychology II
  - PSY P103 General Psychology

Cluster V Arts and Humanities (6 credit hours required)

- PHIL P393 Biomedical Ethics (3 cr.)
- A literature course (3 cr.)

Curriculum Plan for Traditional B.S.N. Students (sample plan only)

Freshman Year

Semester one

- PHSL P130 Human Biology (4 cr.)
- SPCH S121 Public Speaking (3 cr.)
- ENG W131 Elementary Composition (3 cr.)
- SOC S161 Principles of Sociology (3 cr.)
- Literature Course (3 cr.)

Semester two

- PHSL P261 Human Anatomy and Physiology I (4 cr.)
- PSY P101 or P102 Introductory Psychology (3 cr.)
- MATH M100 (4 cr.)
- CHEM C110 The Chemistry of Life (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)

Sophomore Year

Summer

- NURS A190 Learning Strategies in Nursing (1 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)

Semester three

- BIOL M200 Microorganisms in Nature and Disease (4 cr.)
- NURS B220 Professional Nursing and Healthcare (4 cr.)
- NURS B221 Introductory Clinical Practicum Experience in Nursing (1 cr.)
- NURS B230 Developmental Issues and Health (4 cr.)
- NURS B234 Promoting Healthy Populations (3 cr.)

Semester four

- SPEA K300 Statistics (3 cr.)
- NURS B248 Science and Technology of Nursing (4 cr.)
- NURS B249 Science and Technology of Nursing Practicum (3 cr.)
- NURS B261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.)

Junior Year

Semester five (Option 1)

- NURS H372 Concepts in Mental Health across the Lifespan (3 cr.)
- NURS H373 in Concepts Mental Health across the Lifespan Practicum (1 cr.)
- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Semester five (Option 2)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)
- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)
- PHIL P393 Biomedical Ethics (3 cr.)

Semester six (Option 1)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)
- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)
- PHIL P393 Biomedical Ethics (3 cr.)

Semester six (Option 2)

- NURS H372 Concepts in Mental Health across the Lifespan (3 cr.)
- NURS H373 Concepts in Mental Health across the Lifespan Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)

- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Senior Year

Semester seven (Option 1)

- NURS S430 Health Concepts across the Lifespan III (3 cr.)
- NURS S431 Health Concepts across the Lifespan III Practicum (2 cr.)
- NURS S483 Nursing Practice Capstone (4 cr.)
- Cultural/Historical Studies course (3 cr.)

Semester seven (Option 2)

- NURS S481 Nursing Management (3 cr.)
- NURS S482 Nursing Management Practicum (1 cr.)
- NURS S472 A Multi-system Approach to Health of the Community (3 cr.)
- NURS S473 Health of the Community Practicum (2 cr.)
- Cultural/Historical Studies course (3 cr.)

Semester eight (Option 1)

- NURS S481 Nursing Management (3 cr.)
- NURS S482 Nursing Management Practicum (1 cr.)
- NURS S472 A Multi-system Approach to Health of the Community (3 cr.)
- NURS S473 Health of the Community Practicum (2 cr.)
- NURS S485 Professional Growth and Empowerment (3 cr.)

Semester eight (Option 2)

- NURS S430 Health Concepts across the Lifespan III (3 cr.)
- NURS S431 Health Concepts across the Lifespan III Practicum (2 cr.)
- NURS S483 Nursing Practice Capstone (4 cr.)
- NURS S485 Professional Growth and Empowerment (3 cr.)

General-Education Requirements for the B.A./B.S. to B.S.N. Mobility Option

Cluster I Mathematical, Physical, and Life Sciences (26 credit hours required)

- PHSL P130 Human Biology (4 cr.)
- PHSL P261 Human Anatomy and Physiology I (4 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)
- CHEM C110 The Chemistry of Life (3 cr.)
- BIOL M200 Microorganisms in Nature and Disease (4 cr.)
- SPEA K300 Statistics (3 cr.)
- MATH M100 Basic Mathematics (4 cr.)

Cluster II Communication (9 credit hours required)

- ENG W131 Elementary Composition (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

Cluster III Cultural and Historical Studies (6 credit hours required)

- A list of courses meeting this requirement is available on request.

Cluster IV Social and Behavioral Sciences (9 credit hours required)

- SOC S161 Principles of Sociology
- PSY P101 or P102 Introductory Psychology
- PSY P216 Life Span Development

Cluster V Humanistic Appreciation (6 credit hours required)

- PHIL P393 Biomedical Ethics (3 cr.)
- A literature course (3 cr.)

Cluster VI Open Elective (2 credit hours required) if needed to total 120.

Consult the Coordinator of Student Services for advice.

Curriculum Plan for B.A. / B.S. to B.S.N. Mobility Option

Summer I (Irregular)

- NURS B220 Professional Nursing and Healthcare (4 cr.)
- NURS B221 Introductory Clinical Practicum Experience in Nursing (1 cr.)
- NURS B234 Promoting Healthy Populations (3 cr.)

Summer II (Irregular)

- NURS B248 Science and Technology of Nursing (4 cr.)
- NURS B249 Science and Technology of Nursing Practicum (3 cr.)
- NURS B261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.)

Fall Semester (Option 1)

- NURS H372 Concepts in Mental Health across the Lifespan (3 cr.)
- NURS H373 Concepts in Mental Health across the Lifespan Practicum (1 cr.)
- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Fall Semester (Option 2)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)
- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)

Spring Semester (Option 1)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)

- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)

Spring Semester (Option 2)

- NURS H372 Concepts in Mental Health across the Lifespan (3 cr.)
- NURS H373 Concepts in Mental Health across the Lifespan Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)
- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Summer I

- NURS S472 A Multi-system Approach to Health of the Community (3 cr.)
- NURS S473 Health of the Community Practicum (2 cr.)

Summer II

- NURS S430 Health Concepts across the Lifespan III (3 cr.)
- NURS S431 Health Concepts across the Lifespan III Practicum (2 cr.)

Fall Semester

- NURS S481 Nursing Management (3 cr.)
- NURS S482 Nursing Management Practicum (1 cr.)
- NURS S483 Nursing Practice Capstone (4 cr.)
- NURS S485 Professional Growth and Empowerment (3 cr.)

General Education Requirements for the RN to BSN Mobility Option

Note: Some of the general education courses may not transfer in as our equivalent courses. However, we accept most general education courses taken for completion of the A.S.N. or Diploma as our equivalent for purposes of the B.S.N.

Students must complete a minimum of one course in each of these areas for a total of 18 credit hours (many if not most of these will be completed in the Associate Degree Program). These areas are:

Written Communication
Speaking and Listening
Quantitative Reasoning
Scientific Reasoning
Humanistic and Artistic Ways of Knowing
Social and Behavioral Ways of Knowing

An additional 34-35 credits of nursing or non-nursing courses must be taken to achieve a total of 120 credit hours and complete the general education requirements. Students should work with their advisor to select appropriate courses.

Curriculum Plan for RN to BSN Mobility Option (Sample only; order of courses is somewhat flexible)

- *Semester 1—Term 1*
  - B331 Transition to Baccalaureate Nursing Practice(must be taken first)
  - B304 Health Policy
- *Semester 1—Term 2*
  - S475 Community Health: RN BSN
  - H355 Data Analysis: RN BSN
- *Semester II—Term 1*
  - H365 Nursing Research: RN BSN
  - S474 Health Care Ethics: RN BSN
- *Semester II—Term 2*
  - S487 Nursing Management: RN BSN
  - Nursing Elective (list available from nursing advisor)
- *Semester III—Term 1*
  - B404 Informatics: RN BSN
  - Nursing Elective (list available from nursing advisor)
- *Semester III—Term 2*
  - R470 Clinical Nursing Practice Capstone: RN BSN
- Thirty-five credit hours of special credit for the remaining nursing courses leading to the BSN degree is awarded after completion of B331. Completion of the aforementioned will fulfill the graduation requirement of 120 credit hours.

TSAP RN-BSN

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss oc credit hours.

For more information on the TSAP RN-BSN see Single Articulation Pathways - Indiana University Northwest.

Master of Science in Nursing

Currently, the Master of Science in Nursing (MSN) program offers three graduate tracks: Family Nurse Practitioner (44 credit hours), Nursing Education (36 credit hours), and Nursing Administration (37 credit hours). The Master of Science in Nursing is delivered through a consortial agreement with the other IU Regional Schools of Nursing.

Purpose:

The purpose of the Master of Science in Nursing Regional Schools of Nursing consortium is to prepare registered nurses with advanced nursing knowledge in nursing education and administration, and advanced practice as a family nurse practitioner. Nurses with this advanced knowledge and advanced practice will enhance health care for the community and impact the health care delivery system. Serving in education, leadership, practice, and administrative roles will provide opportunities for enhanced healthcare delivery systems and ultimately improved health for citizens. Nurses with master's preparation are and will continue to be in strong demand.

The faculty of Indiana University Northwest's Master of Science in Nursing (MSN) program, understand the need for and the value of a culturally diverse workforce. Our faculty are committed to preparing advanced specialists who model excellence in nursing and use creativity to support the commitment, responsibility, and accountability for the advancement of human health.

IU Northwest Master's Degree in Nursing Program Outcomes

Graduates of the IU Northwest School of Nursing MSN program will:

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 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.

Admission Policies

Admission Requirements

Admission to the Indiana University Northwest School of Nursing (IUNSON) Master's Degree Program requires approval by the faculty and is based on the applicant's qualifications as evidenced by grade point average, statement of professional aspirations, official transcripts, references, etc. Acceptance into the program is competitive. The following criteria must be met for unconditional admission:

- Admission to Indiana University Northwest: Submission of an Official College Transcript (Degree granting and graduate courses if applicable). Transcripts from all colleges and universities attended are required.
- Baccalaureate of Science in Nursing GPA of 2.8 or higher on a 4.0 scale from an NLN CNEA, ACEN, or CCNE accredited program.
- Copy of current RN license. Current unencumbered license or multistate license as a Registered Nurse (RN) in the states where practicum experiences will be completed.
- Statistics grade (by transcript or current completion at IU campus): Applicants need to have a grade of C or higher in a three credit, undergraduate college credit statistics course (or successfully complete prior to Research, R500).
- Personal Statement (goal statement): An essay that addresses the following:
  o 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. (200-word count limit)
  o Describe significant professional and life experiences that have prepared you for a master's education. Please discuss these experiences in detail. (400-word count limit)
  o 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 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. (200-word count limit)
- Essential Abilities. Applicants must agree to the Essential Abilities Policy of the School of Nursing. The policy states that students must demonstrate Essential Abilities in a variety of areas (judgment, neurological function, emotional coping skills, intellectual/conceptual skills, and other behavioral attributions) as well as meeting all progression criteria.
- Criminal Background Check and Urine Drug Screen.
- CV/Resume: May upload via online application
- References. Applicants must provide two professional references via online application (academic references are acceptable but at least one clinical reference should be submitted).
- Clinical practice. For the FNP track, two years of relevant full-time clinical practice as a Registered Nurse (RN) and currently working as an RN is preferred. For the education or administration track, one year of clinical experience as an RN is preferred.

Note: An applicant who does not meet one or more of the above criteria may be admitted with conditions or on probation.

M.S.N. Plan

Sample Curriculum Plan Family Nurse Practitioner Track (subject to change):

- Semester 1 (Spring)
  - NURS P505- Population Health

    - NURS N504- Leadership for Advanced Practice
- Semester 2 (Summer)
    - NURS I630- Introduction to Nursing Informatics
    - NURS F570- Advanced Health Assessment
    - NURS F585- Advanced Health Assessment Lab
- Semester 3 (Fall)
    - NURS Y612- Advanced Pharmacology
    - NURS Y515- Advanced Pathophysiology
- Semester 4 (Spring)
    - NURS R500 Research Methods
    - NURS F580- Primary Care I
    - NURS F586- Primary Care I Practicum
- Semester 5 (Summer)
    - NURS D615- Quality and Safety
    - NURS F581- Primary Care II
    - NURS F587- Primary Care II Practicum
- Semester 6 (Fall)
    - NURS F582- Primary Care III
    - NURS F588- Primary Care III Practicum
- Semester 7 (Spring)
    - NURS F578- Primary Health Care for Families
    - NURS F589- Primary Health Care for Families Practicum

Sample Curriculum Plan for Nursing Education (subject to change; curriculum is very flexible in terms of order of courses)

- Semester 1 (Fall)
    - NURS T670- Teaching in Nursing
    - NURS Y515- Advanced Pathophysiology
- Semester 2 (Spring)
    - NURS P505- Population Health
    - NURS N504- Leadership for Advanced Practice
- Semester 3 (Summer)
    - NURS I630- Introduction to Nursing Informatics
    - NURS F570- Advanced Health Assessment
    - NURS F585- Advanced Health Assessment Lab
- Semester 4 (Fall)
    - NURS Y612- Advanced Pharmacology
    - NURS T615- Nursing Curriculum
    - NURS T679- Practicum
- Semester 5 (Spring)
    - NURS R500 Research Methods
    - NURS T617 Evaluation in Nursing
    - NURS T679- Practicum
- Semester 6 (Summer)
    - NURS D615- Quality and Safety
    - NURS T679- Practicum

Sample Curriculum Plan for Nursing Administration (subject to change; curriculum is very flexible in terms of order of courses)

- Semester 1 (Fall)
    - NURS L530- Legal Environment of Healthcare
    - NURS Y515- Advanced Pathophysiology
- Semester 2 (Spring)
    - NURS P505- Population Health
    - NURS N504- Leadership for Advanced Practice
- Semester 3 (Summer)
    - NURS I630- Introduction to Nursing Informatics
    - NURS F570- Advanced Health Assessment
    - NURS F585- Advanced Health Assessment Lab
- Semester 4 (Fall)
    - NURS Y612- Advanced Pharmacology
    - NURS L574- Administrative Management
    - NURS L579- Practicum
- Semester 5 (Spring)
    - NURS R500 Research Methods
    - NURS L671- Financial Management
    - NURS L579- Practicum
- Semester 6 (Summer)
    - NURS D615- Quality and Safety
    - NURS L579- Practicum

Minor in Public Health

The College of Health and Human Services, in collaboration with other schools and departments, offers courses leading to an interdisciplinary minor in Urban Public Health. This minor leads to a broad understanding of public health principles and their application in an urban context; exposure to issues such as environmental health and justice, public health preparedness, and healthcare structures and policy; as well as an understanding of the urban community in general. Students will be introduced to the roles and functions of public health science and practice.

Requirements (15 cr. hr.)

- PBHL P201 Introduction to Public Health in the Urban Environment (3 cr.)
- SPEA H322 Principles of Epidemiology (3 cr.)
- AAAD A206 The Urban Community (3 cr.)
- and 2 additional courses (6 credit hours) selected in consultation with a departmental advisor

School of Public and Environmental Affairs

Administrative Officer

Eric Lambert, Ph.D., *Professor, Director and Assistant Dean*

Web site: www.northwest.iu.edu/spea/**Phone:** (219) 980-6695

About the School of Public and Environmental Affairs

The Trustees of Indiana University established the School of Public and Environmental Affairs (SPEA) as a statewide program of the university in January 1972.

The School of Public and Environmental Affairs at IU Northwest offers academic programs at the baccalaureate and master's degree levels for both IU Northwest students and for individuals presently working in public affairs, criminal justice, health services, human services, nonprofit organizations, or environmental affairs settings. The school also operates a unit designed to address a variety of public issues and problems, in particular those in northwest Indiana. SPEA conducts research on public problems, provides services to public agencies, and engages in educational programs designed to aid public officials and to inform the public on a variety of public issues.

Public Service Internship Program

The Public Service Internship Program involves participation by undergraduate students. Undergraduate students enroll in SPEA V380 Internship in Public Affairs or SPEA J380 Internship in Criminal Justice. Graduate students enroll in SPEA V585 Practicum in Public Affairs. Full-time assignment in a public service internship for one semester is acknowledged up to 6 credit hours. Internship credit is recommended for undergraduate students. In the undergraduate program, a maximum of 15 credit hours is allowed for participation in off-campus experiences.

Internship possibilities are developed by the school and involve specific job descriptions from public and private agencies willing to involve students in significant professional activities in public and environmental affairs. The student has the option of identifying their own internship site; however, the site must be approved by the internship coordinator. In all cases, specific job details and descriptions of supervisory capacity of the agencies must be filed before credit may be arranged. No off-campus experiences are approved for credit unless the necessary information is filed and approved before the assignment begins. It is recommended the approval process be complete prior to the internship semester. Information can be obtained from the School of Public and Environmental Affairs at IU Northwest.

While the internship program is intended for students enrolled in the School of Public and Environmental Affairs, students in related disciplines who have an interest in the public sector and meet eligibility requirements may be considered for admission on a provisional basis.

Undergraduate Programs

Bachelor Degrees

Degree Policies

The School of Public and Environmental Affairs offers four Bachelor of Science degree programs. The degrees are the Bachelor of Science in Criminal Justice, Bachelor of Science in Forensic Science, Bachelor of Science in Health Services Management and the Bachelor of Science in Public Affairs.

1. A minimum of 120 credit hours distributed to meet degree requirements with a cumulative grade point average of 2.0 for all course work completed is required.
2. A grade point average of at least 2.3 in SPEA core and concentration courses is required.
3. No more than 90 credit hours of transfer credit from another accredited institution may be applied toward the bachelor degree.
4. Courses taken on the Pass/Fail option can only be applied as electives in meeting degree requirements. In no case can more than eight Pass/Fail courses be used in meeting degree requirements.
5. Credit work for this degree can be completed at any campus of Indiana University.
6. Candidates for degrees must file an application for graduation. Application should be filled at least six weeks prior to the conferring of degrees.

Second Bachelor's Degree

A student who already has a bachelor's degree may be admitted to candidacy for a second bachelor's degree. When such admission for a second degree is granted, the candidate must earn at least 30 additional credit hours as a student enrolled in SPEA and meet all the requirements of the SPEA degree being sought. Normally, the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study.

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice provides preparation for students interested primarily in a career in criminal justice and related areas. The program includes four main areas: general education, public affairs and policy, criminal justice, and general electives.

Learning Outcomes:

1) Describe an overview of the administrative, institutional, and organizational framework of the various components of the criminal justice system in the United States; identify how diversity impacts the policing, processing and punishment of offenders.

2) Analyze the history and evolution of major theories of crime and philosophies of punishment; discuss corresponding public policies and social changes influencing the administration of justice.

3) Define crime, legally and socially, and how it is measured; interpret major sources of criminal justice/ social science research and data, apply basic research methods to research questions, and evaluate ethical issues involved in research.

4) Examine the constitutional foundations of criminal law and the structure, process and actors in the court system, especially the tension between individual rights and public order. Analyze landmark legal cases, as well as current issues in processing criminal cases.

5) Critically analyze current crime issues, policies and strategies; demonstrate ability to integrate and apply knowledge to evaluate current criminal justice issues and problems.

General Education

The General Education requirements are based on five (5) principles. These principles guide undergraduate students in their educational experience at Indiana University

Northwest and the School of Public and Environmental Affairs. By fulfilling these requirements, students will have an opportunity to develop effective learning and communication skills (principle 1 requirements), a mastery of core concepts in a broad range of disciplines (Principle 2), the ability to analyze and synthesize information (Principle 3), an awareness of diversity (Principle 4),and ethical consideration (Principle 5).

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

One of the following courses:

MATH M100 Basic Mathematics (3 cr.)
MATH M118 Finite Mathematics (3 cr.)
MATH M119 Survey of Calculus I (3 cr.)
MATH M125 Precalculus Mathematics (3 cr.)

2. Natural Science Class with Lab (4-6 cr.)

BIOL L100 Humans and the Biological World (5 cr.)
CHEM C101 Elementary Chemistry I (3 cr.)
CHEM C121 Elementary Chemistry Lab I (2 cr.)
GEOL G101 Introduction to Earth Science (3 cr.)
GEOL G102 Introduction to Earth Science Lab I (1 cr.)

3. Intensive Writing Courses (6 cr.)

ENG W231 Professional Writing (3 cr.) Required
SPEA J439 Crime and Public Policy (3 cr.) (See course description for prerequisite)

4. Advanced Oral Communication Course (3 cr.)

One of the following courses:

SPEA J201 Theoretical Foundation of Criminal Justice(3 cr.)
SPEA J222 Murder: Causes and Consequences (3 cr.)
SPEA J312 White Collar Crime (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

One of the following courses:

SPEA K300 Statistical Techniques (3 cr.)
ECON E270 Introduction to Statistical Theory for Economics and Business (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

One of the following courses:

SPEA E272 Intro to Environmental Science (3 cr.)
SPEA H322 Principles of Epidemiology (3 Cr.)
SPEA J215 Concepts of Forensic Science (3 cr.)

7. Information Literacy (3 cr.)

SPEA J202 Criminal Justice Data, Methods and Resources (3 cr.)

8. Learning Technologies course (3 cr.)

SPEA V261 Using Information Technology in Public Affairs (3 cr.)

Principle 2 Breadth of Learning

1. Arts & Humanities (6 cr.)

Two of the following courses:

HIST H105 American History I (3 cr.)
HIST H106 American History II (3 cr.)
AAAD A150 Survey of the Culture of Black Americans (3 cr.)
AAAD A151 Minority People in the United States(3 cr.)
ANTH A104 Culture & Society (3 cr.)
ANTH A104 Cultural Anthropology (3 cr.)
PHIL P100 Introduction to Philosophy (3 cr.)
PHIL P140 Introduction to Ethics (3 cr.)
PHIL P150 Elementary Logic (3 cr.)
WGS W401 Topics in Women's and Gender Studies (3 cr.)

*2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science list* of classes, not including H105 and H106

3. Social & Behavioral Sciences (6 cr.)

Two of the following courses:

SOC S161 Principles of Sociology (3 cr.)
SOC S163 Social Problems (3 cr.)
SOC S320 Deviant Behavior & social Control (3 cr.)
SOC S325 Criminology (3 cr.)

*4. Mathematical, Physical and Life Sciences (3 cr.)

One class from approved College of Arts and Sciences list; in addition to the natural science class under Principle 1.

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

SPEA J439 Crime and Public Policy (3 cr.) (see course description for prerequisite)

Principle 4 Diversity (One Course)

One of the following courses:

SPEA J275 Diversity Issues in Criminal Justice (3 cr.)
SPEA V264 Community Structures and Policy (3 cr.)

Principle 5 Ethics & Citizenship (One Course)

One of the following courses:

SPEA J202 Criminal Justice Data, Methods & Resources (3cr.)
SPEA V252 Career Development and Planning (3 cr.)

SPEA V264 Community Structures and Policy

Public Affairs and Policy (4 courses)

Four courses from the following:

SPEA E272 Intro to Environmental Science (3 cr.)
SPEA V170 Intro to Public Affairs (3 cr.)
SPEA V252 Career Development and Planning (3 cr.)

SPEA V263 Public Management (3 cr.)
SPEA V264 Community Structures and Policy (3 cr.)
SPEA V348 Management Science (3 cr.)
SPEA V365 Urban Development and Planning (3 cr.)
SPEA V366 Managing Behavior in Public Organizations (3 cr.)
SPEA V372 Government Finance and Budgets (3 cr.)
SPEA V376 Law and Public Policy (3 cr.)
Other Public Affairs Courses (with advisor's consent)

Concentration (12 courses)

All of the following courses:

SPEA J101 American Criminal Justice System (3 cr.)
SPEA J150 Public Safety in America (3 cr.)
SPEA J201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
SPEA J202 Criminal Justice Data, Methods, and Resources (3 cr.)
SPEA J301 Substantive Criminal Law (3 cr.)
SPEA J306 The Criminal Courts (3 cr.)
SPEA J321 American Policing (3 cr.)
SPEA J331 Corrections (3 cr.)
SPEA J439 Crime and Public Policy (3 cr.) (see course description for prequisite)
Three additional courses in criminal justice

General Electives (approximately 7 courses)

Students must take additional courses beyond the requirements listed above to meet the minimum B.S. degree requirements of 120 credit hours.

*The College of Arts and Sciences list of classes can be obtained from the School of Public and Environmental Affairs or retrieved from the SPEA website.

TSAP in Criminal Justice - B.S.

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss of credit hours.

For more information on the TSAP in Criminal see Single Articulation Pathways - Indiana University Northwest .

Bachelor of Science in Health Services Management

The Bachelor of Science in Health Services Management provides preparation for students interested primarily in careers in the health field. Students will be prepared for management positions within hospitals, nursing homes, healthcare facilities or nonprofit agencies.

Learning Outcomes

1) Demonstrate knowledge of the U.S. healthcare system, including delivery, finances, quality, and regulatory policies and practices.

2) Demonstrate competencies in communication, interpersonal relations, management, and leadership to enhance organizational effectiveness.

3) Demonstrate knowledge of cultural competence with individuals, communities, and populations across the lifespan.

4) Demonstrate sensitivity and responsiveness to a diverse patient population and analyze the social and environmental factors that contribute to different health outcomes in various communities.

5) Analyze contemporary ethical issues from multiple perspectives, including that of medical professionals, patients, and society in general.

6) Analyze the impact of social policy, finance, regulations, and legislation on healthcare for individuals, communities, and populations across the lifespan, and for the professional practice of healthcare management, through an ethical-legal framework

General Education

The General Education requirements are based on five (5) principles. These principles guide undergraduate students in their educational experience at Indiana University Northwest and the School of Public and Enviornmental Affairs. By fulfilling these requirements students will have an opportunity to develop effective learning and communication skills (Principle 1), a mastery of core concepts in a broad range of disciplines (Principle 2), the ability to analyze and synthesize information (Principle 3), an awareness of diversity (Principle 4), and ethical considerations (Principle 5).

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

- ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

One of the following courses:

- MATH-M 100 Basic Mathematics (3 cr.)
- MATH M118 Finite Mathematics (3 cr.)
- MATH M119 Survey of Calculus I (3 cr.)
- MATH M125 Precalculus Mathematics (3 cr.)
- MATH M215 Analytic Geometry and Calculus I (5 cr.)

2. Natural Science Class (4-6 cr.)
One course with a lab from biology or chemistry

3. Intensive Writing Courses (6 cr.)

Both of the following courses:

- ENG W231 Professional Writing (3 cr.)
- SPEA H452 Health Disparities (3 cr.)

4. Advanced Oral Communication Course (3 cr.)

One of the following courses:

- SPCH S223 Business and Professional Speaking (3 cr.)
- SPCH S229 Discussion and Group Methods (3 cr.)
- SPEA V263 Public Management (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

- SPEA K300 Statistical Techniques (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

- SPEA H322 Principles of Epidemiology (3 Cr.)

7. Information Literacy (3 cr.)

- SPEA H322 Principles of Epidemiology (3 cr.)

8. Learning Technologies course (3 cr.)

- SPEA V261 Using Information Technology in Public Affairs (3 cr.)

Principle 2 Breadth of Learning

1. Arts & Humanities (6 cr.)

Both of the following:

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)

*2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science list of classes, not including H105 and H106

3. Social & Behavioral Sciences (6 cr.)

Two of the following

- POLS Y103 Introduction to American Politics
- ECON E201 Introduction to Microeconomics
- ECON E202 Introduction to Macroeconomics

*4. Mathematical, Physical and Life Sciences (3 cr.)
One class from approved College of Arts and Sciences list of classes; in addition to the natural science class under Principle 1

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

- SPEA H474 Health Administration Ethics Seminar (3 cr.)

Principle 4 Diversity (One Course)

- SPEA H320 Health Systems Administration (3 cr.)

Principle 5 Ethics & Citizenship (One Course)

One of the following courses:

- SPEA V450 Medical Ethics (3 cr.)
- SPEA H441 Legal Aspects of Health Care

Management Core (4 courses)

The following courses:

- SPEA V263 Public Management (3 cr.)
- SPEA V346 Introduction to Government Accounting and Financial Reporting (3 cr.)
- SPEA V348 Management Science (3 cr.)
- SPEA V366 Managing Behavior in Public Organizations (3 cr.)

Health Service Management Concentration (9 courses)

The following courses:

- SPEA H316 Environmental Health Science (3 cr.)
- SPEA H320 Health Systems Administration (3 cr.)
- SPEA H322 Principles of Epidemiology (3 cr.)
- SPEA H352 Healthcare Financial Management I (3 cr.)
- SPEA H371 Human Resources Management in Health Care Facilities (3 cr.)
- SPEA H402 Hospital Administration (3 cr.)
- SPEA H411 Chronic and Long-Term Care Administration (3 cr.)
- SPEA H441 Legal Aspects of Health Care Administration (3 cr.)
- SPEA H445 Topics in Public Health (3 cr.)

Electives: Students must take additional courses beyond the requirements listed above to meet the minimum B.S. degree requirement of 120 credit hours.

*The College of Arts and Sciences list of classes can be obtained from the School of Public and Environmental Affairs.

Bachelor of Science in Public Affairs

The Bachelor of Science in Public Affairs degree program provides students with the knowledge, skills, and abilities to prepare them for a variety of career opportunities in the public sector, nonprofit sector, and allied fields.
Concentration areas of study include management, criminal justice, health services administration, environmental policy and specialized study in public and environmental affairs.

Learning Outcomes

1) To analyze policies and the policy process and make suggested changes.

2) To analyze, synthesize, think critically, solve problems, and make decisions.

3) To communicate effectively.

4) To use critical thinking skills to use data and information to advocate for changes to for key aspects of the U.S. public service system.

5) To understand diversity, equity, and inclusion in order to interact productively with a diverse and changing workforce.

6) To articulate and apply a public service perspective.

Curriculum

General Education

The General Education requirements are based on five (5) principles. These principles guide undergraduate students in their educational experience at Indiana University Northwest and the School of Public and Environmental Affairs. By fulfilling these requirements students will have an opportunity to develop effective learning and communication skills (principle 1 requirements), a mastery of core concepts in a broad range of disciplines (Principle 2), the ability to analyze and synthesize information (Principle 3), an awareness of diversity (Principle 4) and ethical consideration (Principle 5).

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

One of the following courses:

MATH M100 Basic Mathematics (4 cr.)
MATH M118 Finite Mathematics (3 cr.)
MATH M119 Survey of Calculus I (3 cr.)
MATH M125 Precalculus Mathematics (3 cr.)
MATH M215 Analytic Geometry and Calculus (3 cr.)

2. Natural Science Class with Lab (4-6 cr.)

One course with a lab from biology, chemistry, geology, or physics.

3. Intensive Writing Courses (6 cr.)

Both of the following courses:

ENG W231 Professional Writing (3 cr.)
SPEA V368 Managing Government Operations (3 cr.)

4. Advanced Oral Communication Course (3 cr.)

One of the following courses:

SPCH S223 Business and Professional Speaking (3 cr.)
SPCH S229 Discussion and Group Methods (3 cr.)
SPEA V373 Human Resources Management in the Public Sector (3 cr.)
SPEA V346 Introduction to Government Accounting and Financial Reporting (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

SPEA K300 Statistical Techniques (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

One of the following courses:

SPEA E272 Intro to Environmental Science (3 cr.)
SPEA H322 Principles of Epidemiology (3 Cr.)

7. Information Literacy (3 cr.)

One of the following courses:

SPEA J202 Criminal Justice Data, Methods, and Resources (3 cr.)
Approved Research Methods class (3 cr.)

8. Learning Technologies course (3 cr.)

SPEA V261 Using Information Technology in Public Affairs (3 cr.)

Principle 2 Breadth of Learning (9 courses)

1. Arts & Humanities (6 cr.)

Both of the following:

HIST H105 American History I (3 cr.)
HIST H106 American History II (3 cr.)

*2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science list* of classes, not including H105 and H106

3. Social & Behavioral Sciences (6 cr.)

Two of the following courses:

POLS Y103 Introduction to American Politics (3 cr.)
ECON E201 Introduction to Microeconomics (3 cr.)
ECON E202 Introduction to Macroeconomics (3 cr.)

*4. Mathematical, Physical and Life Sciences (3 cr.)

One class from approved College of Arts and Sciences list; in addition to the natural science class under Principle 1.

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

One of the following:

SPEA V473 Management, Leadership and Policy (3 cr.)
Other approved SPEA class (3 cr.)

Principle 4 Diversity (One Course)

One of the following:

SPEA E272 Intro to Environmental Sciences (3 cr.)
SPEA H320 Health Systems Administration (3 cr.)
Other approved SPEA class (3 cr.)

Principle 5 Ethics & Citizenship (One Course)

One of the following courses:

SPEA V450 Medical Ethics (3cr.)
SPEA H441 Legal Aspects of Health Care (3 cr.)
SPEA J321 American Policing (3 cr.)

Public Affairs Core (6 courses)

SPEA E272 Intro to Environmental Science. (3 cr.)
SPEA V170 Intro to Public Affairs (3 cr.)
SPEA V263 Public Management (3 cr.)
SPEA V264 Community Structures and Policy (3 cr.)
SPEA V372 Government Finance and Budgets (3 cr.)
SPEA V376 Law and Public Policy (3 cr.)

Concentrations

Criminal Justice Concentration (7 courses) Requirements

SPEA J101 American Criminal Justice System (3 cr.)

Three of the following courses:

SPEA J201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
SPEA J202 Criminal Justice Data, Methods, and Resources (3 cr.)
SPEA J301 Substantive Criminal Law (3 cr.) or SPEA J302 Procedural Criminal Law (3 cr.)
SPEA J439 Crime and Public Policy (3 cr.)

Two of the following three courses:

SPEA J306 The Criminal Courts (3 cr.)
SPEA J321 American Policing (3 cr.)
SPEA J331 Corrections (3 cr.)

Management Concentration (6 courses) Requirements

Students will take the following courses:

SPEA V346 Introduction to Government Accounting and Financial Reporting (3 cr.)
SPEA V366 Managing Behavior in Public Organizations (3 cr.)
SPEA V368 Managing Government Operations (3 cr.)

Any three SPEA courses selected with consent of advisor.

Health Services Administration Concentration (6 courses) Requirements

The following three courses:

SPEA H320 Health Systems Administration (3 cr.)
SPEA H352 Healthcare Financial Management 1 (3 cr.)
SPEA H441 Legal Aspects of Health Care Administration (3 cr.)

Three of the following courses with the consent of the advisor:

SPEA H316 Environmental Health Science (3 cr.)
SPEA H322 Principles of Epidemiology (3 cr.)
SPEA H371 Human Resources Management in Health Care Facilities (3 cr.)
SPEA V375 Emergency Services Administration (3 cr.)
SPEA H402 Hospital Administration (3 cr.)
SPEA H474 Health Administration Ethics Seminar (3 cr.)

Specialized Public Affairs Concentration (6 courses) Requirements

A specialized concentration adaptable to the student's interest.

Four of the six courses in the concentration must be SPEA courses.
All courses in the concentration (SPEA and nonSPEA) must be at the 300 or 400 level.
Students must have their advisor's approval for the concentration and the courses selected.

Environmental Policy Concentration (6 courses) Requirements

The following courses:

SPEA E400 Topics in Environmental Studies: Environmental Law
SPEA E400 Topics in Environmental Studies: Environmental Planning
SPEA H316 Environmental Health Science

Any other three SPEA courses selected with consent of the advisor.

Note: Electives: Students must take additional courses beyond the requirements listed above to meet the minimum B.S. degree requirement of 120 credit hours

*The College of Arts and Sciences list of classes can be obtained from the School of Public and Environmental Affairs or retrieved from the SPEA website.

Certificate in Public Health

The Certificate in Public Health is available to undergraduate students in all divisions of the university.

The curriculum provides a basic understanding of environmental health issues, current health policies, the structure of the medical care delivery system, administration techniques used in health-related facilities, and methods of determining the significance of various factors on health.

The Certificate in Public Health requires 18 credit hours, including three required courses and three courses from a list of health-related courses. To be eligible for the certificate, students must complete the following requirements in addition to all requirements for the baccalaureate degree program of their choice.

Requirements

All of the following courses:

- SPEA H316 Environmental Health Science (3 cr.)
- SPEA H320 Health Systems Administration (3 cr.)
- SPEA H322 Principles of Epidemiology (3 cr.)

Three of the following:

- SPEA H342 Community Health Education (3 cr.)
- SPEA H416 Environmental Health Policy (3 cr.)
- SPEA H441 Legal Aspects of Hospital Health Care Administration (3 cr.)
- SPEA V450 Contemporary Issues in Public Affairs-Health Topics (3 cr.)
- SPEA E400 Topics in Environmental Studies (3 cr.)

Other approved planning, management, and policy courses related to health

Area Certificate in Public Affairs

The School of Public and Environmental Affairs offers the Area Certificate in Public Affairs to students wishing to study public policy, governmental organization, and public management skills in addition to the major area of their undergraduate programs. The program is interdisciplinary, and students from any department or school of Indiana University are eligible.

The Area Certificate in Public Affairs requires a total of 27 credit hours, of which SPEA must teach at least 15 but no more than 21 credit hours. (Each course carries 3 credit hours.) To be eligible for a certificate, Indiana University students must complete the following requirements in addition to satisfying all degree requirements for the baccalaureate degree program of their choice:

Requirements

All of the following:

- SPEA-E 272 Intro to Environmental Science (3 cr.)
- SPEA-V 170 Intro to Public Affairs (3 cr.)
- SPEA-V 264 Community Structures and Policy (3 cr.)

One course each from two of the following groups:

Organizational Behavior

- SPEA-J 310 Introduction to Administrative Process (3 cr.)
- SPEA-V 270 Survey of Administrative Techniques (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)

- POLS-Y 390 Micropolitics and Organizational Behavior (3 cr.)

Public Administration

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

Law

- SPEA-V 376 Law and Public Policy (3 cr.)
- POLS-Y 304 / POLS-Y 305 American Constitutional Law I and II (3/3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)

Four courses from one of the following categories:

School of Public and Environmental Affairs

- SPEA-V 260 Topics in Public Affairs (3 cr.)
- SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)
- SPEA-V 348 Management Science (3 cr.)
- SPEA-V 365 Urban Development and Planning (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)
- SPEA-V 432 Labor Relations in the Public Sector (3 cr.)
- SPEA-V 442 Budgeting or Cost/Benefit (3 cr.)
- SPEA-V 444 Public Administrative Organization (3 cr.)
- SPEA-V 449 Senior Policy Analysis (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.)
- SPEA-V 472 Policy Processes in the U.S. (3 cr.)

Political Science

- POLS-Y 200 Citizen and the Courts (3 cr.) (This is a topics in political science course. The only acceptable topic is "Citizen and the Courts.")
- POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.)
- POLS-Y 306 State Politics in the United States (3 cr.)
- POLS-Y 394 Public Policy Analysis (3 cr.)

Criminal Justice

- SPEA-J 101 American Criminal Justice System (3 cr.)
- SPEA-J 322 Introduction to Criminalistics (3 cr.)
- SPEA-J 370 Social Control Systems (3 cr.) (This is a seminar in criminal justice course. The only acceptable topic is "Social Control Systems.")

Sociology

- SOC-S 320 Deviance and Control (3 cr.)
- SOC-S 325 Criminology (3 cr.)
- SOC-S 461 Urban Sociology (3 cr.)
- SOC-S 424 Sociology of Law (3 cr.)

Certificate in Public Safety

The Certificate in Public Safety offers a broad overview of law enforcement and its relationship to the other elements in the criminal justice process. It is useful to sworn and nonsworn personnel, as well as to those seeking employment in law enforcement. The certificate also provides excellent transition into the Bachelor of Science in Criminal Justice degree program.

General Education (9 cr.)

- ENG-W 131 Reading, Writing and Inquiry I (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)
- PSY-P 101 Introduction to Psychology I (3 cr.) ***OR*** SOC-S 161 Principles of Sociology (3 cr.)

Criminal Justice (18 cr.)

- SPEA-J 101 American Criminal Justice System (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 310 Introduction to Administrative Process (3 cr.)
- SPEA-J 321 American Policing (3 cr.)
- SPEA-J 320 Criminal Investigation (3 cr.) OR SPEA-J 322 Criminalistics (3 cr.)
- SPEA-J 370 Seminar in Criminal Justice (3 cr.)
- Approved SPEA-J course

TOTAL: 27 credit hours

Minors

- Minor in Environmental Science and Health
- Minor in Health Systems Administration
- Minor in Public and Environmental Affairs
- Minor in Criminal Justice
- Minor in Forensics for Criminal Investigation
- Minor in Pre-law

Minor in Criminal Justice

Requirements (Five courses)

- SPEA J101 American Criminal Justice System (3 cr.)
- SPEA J301 Substantive Criminal Law (3 cr.)

Three of the following courses:

- SPEA J201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- SPEA J306 Criminal Courts (3 cr.)
- SPEA J321 American Policing (3 cr.)
- SPEA J331 Corrections (3 cr.)

Minor in Environmental Science and Health

Requirements (Five courses)

The following courses:

- SPEA-H 316 Environmental Health Science (3 cr.)

Four additional courses in environmental science and health approved by a SPEA advisor.

Minor in Health Systems Administration

Requirements (Five courses)

- SPEA-H 320 Health Systems Administration (3 cr.)
- SPEA-H 371 Human Resources Management in Health Care Facilities (3 cr.) ***OR*** SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)

Three of the following courses:

- SPEA-H 352 Healthcare Financial Management 1 (3 cr.)
- SPEA-H 402 Hospital Administration (3 cr.)
- SPEA-H 411 Chronic and Long-Term Care Administration (3 cr.)
- SPEA-H 441 Legal Aspects of Health Care Administration (3 cr.)
- SPEA-H 455 Topics in Public Health (3 cr.)

Pre-law Minor (Six courses)

Interdisciplinary Minor in the College of Arts and Sciences (COAS), the School of Business and Economics, and the School of Public and Environmental Affairs (SPEA).

Admission to law schools requires a baccalaureate degree and a Law School Admission Test (LSAT) score. The degree may be in any discipline. Students preparing for law school are advised to take courses in logical thought, American history, American politics, business, and criminal and civil law. While no specific courses are required, IU Northwest offers an interdisciplinary prelaw minor for students interested in attending law school.

The minor includes six courses totaling 18 credits. Students in SPEA, the School of Business and Economics, and history majors in the College of Arts and Sciences could double-count courses that are required for their major or concentration, but they are required to take at least four courses or 12 credits outside of their major or concentration.

The structure of the minor is as follows:

- BUS L201 Legal Environment of Business
- HIST H106 American History II (Twentieth Century)
- PHIL P150 Elementary Logic
- POLS Y103 Introduction to American Politics
- SPEA J101 American Criminal Justice System
- One elective

Students may pick from the following courses for the elective:

- BUS A201 Introduction to Financial Accounting
- BUS L303 The Commercial Law
- ECON E201 Introduction to Microeconomics
- HIST A313 Origins of Modern America
- HIST A315 Recent U.S. History
- HIST H105 American History I
- SPEA H441 Legal Aspects of Health Care Administration
- SPEA J301 Substantive Criminal Law
- SPEA J303 Evidence

The prelaw advisor can approve an elective that is not on the list if it meets the educational objectives.

The university provides prelaw counseling for interested students. Contact the prelaw advisor at (219) 980-6695 or (219) 981-5668.

Minor in Public and Environmental Affairs

Requirements (Five courses)

- SPEA-V 170 Intro to Public Affairs (3 cr.)

One of the following courses:

- SPEA-E 162 Environment and People (3 cr.)
- SPEA-E 272 Intro to Environmental Science (3 cr.)

Three of the following courses:

- SPEA-E 400 Topics in Environmental Studies (3 cr.)
- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)
- SPEA-V 432 Labor Relations in the Public Sector (3 cr.)
- SPEA-V 444 Public Administrative Organization (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.)

Minor in Forensics for Criminal Investigation

Requirements (Six courses)

• SPEA J101 American Criminal Justice System (3 cr.)
• SPEA J222 Murder in America Causes and Consequences (3 cr.)

One of the following courses:

• SPEA J 150 Public Safety in America (3 cr.)
• SPEA J 370 Seminar in Criminal Justice (3 cr.)
• SPEA J 305 Juvenile Justice (3 cr.)

One of the following courses:

• SPEA J 215 Forensic Science and the Criminal Justice System (3 cr.)
• SPEA J 322 Introduction to Criminalistics (3 cr.)

One of the following courses:

• SPEA J 303 Evidence (3 cr.)
• SPEA J 320 Criminal Investigation (3 cr.)

One of the following courses:

• SPEA J 301 Substantive Criminal Law (3 cr.)
• SPEA J 302 Procedural Criminal Law (3 cr.)

Accelerated Bachelor to Master of Public Affairs Program

The School of Public and Environmental Affairs at IUN offers a joint accelerated Bachelor of Science in the School of Public and Environmental Affairs to Master of Public Affairs program.

- This program is designed to offer current qualified undergraduate students the opportunity to take graduate level coursework as an undergraduate student and earn credit for their undergraduate program requirements while also earning graduate level credit towards the Master of Public Affairs degree.

Students completing approved graduate level coursework will receive credit towards their undergraduate requirements and upon completion of their bachelor's degree will have credits that can be used towards the Master of Public Affairs program provided meeting the minimum admission requirements. Upon admission to the Master of Public Affairs program, students who have completed the graduate level courses at the

undergraduate level will have up to 12 credits of graduate level coursework applied to the Master of Public Affairs requirements.

- Undergraduate grade point average (GPA) must be 3.0 overall.
- Major GPA must be 3.2 with a minimum of 15 credit hours of School of Public and Environmental Affairs classes
- Must have at least 60 hours completed in undergraduate
- Must have a letter of support from a School of Public and Environmental Affairs faculty member
- Graduate Record Examination (GRE) requirement for Master of Public and Environmental Affairs admission will be waived if all the above conditions are met
- Completion of Master of Public Affairs application packet upon completion of undergraduate program.

Please contact your School of Public and Environmental Affairs academic advisor for more information about this program and how to apply.

Bachelor of Science in Forensic Science

The Bachelor of Science in Forensic Science degree program provides students with the knowledge, skills, and abilities to prepare to collect and analyze crime scene evidence, work in crime labs at the local, state, and federal levels, and assist law enforcement agencies with dedicated crime scene units. Concentration areas of study include biology, chemistry, and criminalistics.

Learning Outcomes:

1) Interpret and explain scientific methodologies applied in the collection, preservation, and testing of evidence for crimes.

2) Demonstrate ability to use accepted scientific theories and techniques in the analysis of forensic evidence.

3) Describe the procedures and standards for using forensic evidence in legal proceedings.

4) Demonstrate the ability to communicate effectively in report writing, testimony, and research applications, including demonstrating the ability to document casework, organize data, and compile reports that constitute legal documentation

5) Conduct and present a forensic science case study using the legal and ethical standards required by the legal system.

Forensic Science Biology Track (Concentration) Curriculum

General Education
The General Education requirements are based on five (5) principles. These principles guide undergraduate students in their educational experience at Indiana University Northwest and the School of Public and Environmental Affairs. By fulfilling these requirements students will have an opportunity to develop effective learning and communication skills (principle 1 requirements), a mastery of core concepts in a broad range of disciplines (Principle 2), the ability to analyze and synthesize information (Principle 3), an awareness of diversity (Principle 4) and ethical consideration (Principle 5).

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

MATH M215 Calculus I (5 cr.)

2. Natural Science Class with Lab (4-6 cr.)

CHEM C105 Principles of Chemistry I (3 cr.)
CHEM C125 Experimental Chemistry I (2 cr.)

3. Intensive Writing Courses (6 cr.)

Both of the following courses:

ENG W231 Professional Writing (3 cr.)
SPEA J320 Criminal Investigation (3 cr.)

4. Advanced Oral Communication Course (3 cr.)
SPEA J302 Procedural Criminal Law (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

SPEA K300 Statistical Techniques (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

One of the following courses:

PHYS P202 General Physics II (5 cr.)
PHYS P222 Physics II (5 Cr.)

7. Information Literacy (3 cr.)

SPEA J215 Concepts of Forensic Science (3cr.)

8. Learning Technologies course (3 cr.)

CHEM C410 Principles of Chemical Instrumentation (4 cr.)

Principle 2 Breadth of Learning (9 courses)

*1. Arts & Humanities (6 cr.)

Two classes from approved College of Arts and Science list* of classes.

*2. Cultural & Historical Studies (3 cr.)

One class from approved College of Arts and Science list* of classes.

*3. Social & Behavioral Sciences (6 cr.)

Two classes from approved College of Arts and Science list* of classes.

4. Mathematical, Physical and Life Sciences (3 cr.)

BIOL L101 Introduction to Biological Sciences I (4 cr.)

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Principle 4 Diversity (One Course)

SPEA J275 Diversity Issues in Criminal Justice (3 cr.)

Principle 5 Ethics & Citizenship (One Course)

SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Forensic Science Required Courses (9 courses)

- ANTH A105 Human Origins and Prehistory (3 cr.)
- BIOL L391 Special Topics in Forensic Biology (3 cr.)
- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- CHEM C341 Organic Chemistry I (3 cr.)
- CHEM C342 Organic Chemistry II (3 cr.)
- CHEM C343 Organic Chemistry Laboratory I (2 cr.)
- CHEM C344 Organic Chemistry Laboratory II (2 cr.)
- PHYS P201 General Physics I (5 cr.) or PHYS P221 Physics I (5 Cr.)

Forensic Biology Concentration (13 courses) Requirements

- ANTH B201 Bio Anthropology and Forensics Laboratory (1 cr.)
- ANTH B300 Fundamentals of Bio Anthropology (3 cr.)
- BIOL L101 Introduction to Biological Sciences I (4 cr.)
- BIOL L102 Introduction to Biological Sciences II (4 cr.)
- BIOL L211 Molecular Biology (3 cr.)
- BIOL L311 Genetics (4 cr.)
- BIOL L323 Molecular Biology Laboratory (3 cr.)
- CHEM C484 Biomolecules and Catabolism (3 cr.)
- SPEA J302 Procedural Criminal Law (3 cr.)
- SPEA J303 Evidence (3 cr.)
- SPEA J320 Criminal Investigation (3 cr.)
- SPEA J322 Introduction to Criminalistics (3 cr.)
- SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Forensic Chemistry Track (Concentration) Curriculum

General Education

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

MATH M215 Calculus I (5 cr.)

2. Natural Science Class with Lab (4-6 cr.)

CHEM C105 Principles of Chemistry I (3 cr.)
CHEM C125 Experimental Chemistry I (2 cr.)

3. Intensive Writing Courses (6 cr.)

Both of the following courses:

ENG W231 Professional Writing (3 cr.)
SPEA J320 Criminal Investigation (3 cr.)

4. Advanced Oral Communication Course (3 cr.)
SPEA J302 Procedural Criminal Law (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

SPEA K300 Statistical Techniques (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

One of the following courses:

PHYS P202 General Physics II (5 cr.)
PHYS P222 Physics II (5 Cr.)

7. Information Literacy (3 cr.)

SPEA J215 Concepts of Forensic Science (3 cr.)

8. Learning Technologies course (3 cr.)

CHEM C410 Principles of Chemical Instrumentation (4 cr.)

Principle 2 Breadth of Learning (9 courses)

*1. Arts & Humanities (3 cr.)

One class from approved College of Arts and Science list* of classes.

*2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science list* of classes.

*3. Social & Behavioral Sciences (6 cr.)

Two classes from approved College of Arts and Science list* of classes.

4. Mathematical, Physical and Life Sciences (3 cr.)

BIOL L101 Introduction to Biological Sciences I (4 cr.)

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Principle 4 Diversity (One Course)

SPEA J275 Diversity Issues in Criminal Justice

Principle 5 Ethics & Citizenship (One Course)

SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Forensic Science Required Courses (11 courses)

- ANTH A105 Human Origins and Prehistory (3 cr.)
- ANTH B201 Bio Anthropology and Forensics Laboratory (1 cr.)
- ANTH B300 Fundamentals of Bio Anthropology (3 cr.)
- BIOL L102 Intro to Biological Sciences II (4 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- CHEM C341 Organic Chemistry I (3 cr.)
- CHEM C342 Organic Chemistry II (3 cr.)
- CHEM C343 Organic Chemistry Laboratory I (2 cr.)

- CHEM C344 Organic Chemistry Laboratory II (2 cr.)
- PHYS P201 General Physics I (5 cr.) or PHYS P221 Physics I (5 Cr.)
- SPEA J380 Internship in Criminal Justice (3 cr.)

Forensic Chemistry Concentration (13 courses) Requirements

- CHEM C105 Principles of Chemistry I (3 cr.)
- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C310 Analytical Chemistry (3 cr.)
- CHEM C361 Physical Chemistry (3 cr.)
- CHEM C363 Experimental Physical Chemistry Laboratory (2 cr.)
- CHEM C430 Inorganic Chemistry (3 cr.)
- CHEM C484 Biomolecules and Catabolism (3 cr.)
- SPEA J215 Concepts of Forensic Science (3 cr.)
- SPEA J302 Procedural Criminal Law (3 cr.)
- SPEA J303 Evidence (3 cr.)
- SPEA J320 Criminal Investigations (3 cr.)
- SPEA J322 Introduction to Criminalistics (3 cr.)
- SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Criminalistics Track (Concentration) Curriculum

General Education

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

MATH M215 Calculus I (5 cr.)

2. Natural Science Class with Lab (4-6 cr.)

CHEM C105 Principles of Chemistry I (3 cr.)
CHEM C125 Experimental Chemistry I (2 cr.)

3. Intensive Writing Courses (6 cr.)

Both of the following courses:

ENG W231 Professional Writing (3 cr.)
SPEA J320 Criminal Investigations (3 cr.)

4. Advanced Oral Communication Course (3 cr.)
SPEA J302 Procedural Criminal Law (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

SPEA K300 Statistical Techniques (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

One of the following courses:

PHYS P202 General Physics II (5 cr.)

PHYS P222 Physics II (5 Cr.)

7. Information Literacy (3 cr.)

SPEA J215 Concepts of Forensic Science (3 cr.)

8. Learning Technologies course (3 cr.)

CHEM C410 Principles of Chemical Instrumentation (4 cr.)

Principle 2 Breadth of Learning (9 courses)

*1. Arts & Humanities (3 cr.)

One class from approved College of Arts and Science list* of classes.

*2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science list* of classes.

*3. Social & Behavioral Sciences (6 cr.)

Two classes from approved College of Arts and Science list* of classes.

4. Mathematical, Physical and Life Sciences (3 cr.)

BIOL L101 Introduction to Biological Sciences I (4 cr.)

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Principle 4 Diversity (One Course)

SPEA J275 Diversity Issues in Criminal Justice

Principle 5 Ethics & Citizenship (One Course)

SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Forensic Science Required Courses (11 courses)
BIOL L102 Introduction to Biological Sciences II (4 cr.)

- BIOL L211 Molecular Biology (3 cr.)
- BIOL L311 Genetics (4 cr.)
- BIOL L323 Molecular Biology Laboratory (3 cr.)
- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- CHEM C341 Organic Chemistry I (3 cr.)
- CHEM C342 Organic Chemistry II (3 cr.)
- CHEM C343 Organic Chemistry Laboratory I (2 cr.)
- CHEM C344 Organic Chemistry Laboratory II (2 cr.)
- CHEM C484 Biomolecules and Catabolism (3 cr.)
- PHYS P201 General Physics I (5 cr.) or PHYS P221 Physics I (5 cr.)

Criminalistics Concentration (11 courses) Requirements

- SPEA J215 Concepts of Forensic Science (3 cr.)
- SPEA J275 Diversity Issues in Criminal Justice (3 cr.)
- SPEA J301 Substantive Criminal Law (3 cr.)
- SPEA J302 Procedural Criminal Law (3 cr.)
- SPEA J303 Evidence (3 cr.)
- SPEA J320 Criminal Investigation (3 cr.)
- SPEA J321 American Policing (3 cr.) or SPEA V450 Medical Ethics (3 cr.)
- SPEA J322 Introduction to Criminalistics (3 cr.)
- SPEA J370 Advanced Criminalistics I (3 cr.)
- SPEA J450 Advanced Criminalistics II (3 cr.)

- SPEA J470 Senior Seminar in Criminal Justice (3 cr.)

Notes:

Electives: Students must take additional courses beyond the requirements listed above to meet the minimum B.S. degree requirement of 120 credit hours.

Grade Policy: Students must earn a grade of C or better in all concentration courses and a minimum grade of C- in all other courses. Failure to meet the minimum grade requirement will result in having to repeat the course(s).

*The College of Arts and Sciences list of classes can be obtained from the School of Public and Environmental Affairs or retrieved from the SPEA website.

Graduate Studies

Master of Public Affairs

The graduate program of the Public and Environmental Affairs consists of the Master of Public Affairs degree.

The mission of the School of Public and Environmental Affairs Masters of Public Affairs Program is to sustain a diverse collaborative community of learning that provides professional education to develop ethical, motivated, and effective leaders and to impact our changing region, nation, and world through community engagement and research.

The Master of Public Affairs program, which is fully accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), is an integrated course of study that requires a minimum of 36 credit hours. The program provides knowledge and experience that can be used by the professional in various roles within a changing public sector. It is also an interdisciplinary, professional program drawing on diverse faculty talents and resources. The goal of the program is to equip the individual with the necessary skills and knowledge to enter local, state, or federal government or quasi-governmental service and to broaden comprehension of the economic, environmental, political, and social context in which the public servant works.

The curriculum of this program as contained in the core requirements encompasses preparation in a broad range of skills relevant to the operation of public agencies. It is, therefore, interdisciplinary, based on the academic disciplines, but not limited to any one; it is also problem-oriented, bringing the disciplines to bear on critical social, environmental, economic, and administrative conditions.

Although the environment of public service is diverse and changing, effectiveness in that environment requires the development of special skills attained through detailed study in a chosen field of concentration. The fields of concentration span the variety of professional specialties found in public service. Thus, the program provides both expertise in a specific concentration area and in the core requirements, and a general working knowledge of public affairs.

Learning Outcomes

1) Apply and integrate concepts learned from SPEA MPA core courses with real world decisions made by policy makers to show an understanding of how to manage in public governance

2) Critical Thinking: Evaluating current issues and creating policy and management alternatives with evidence-based decision making.

3) Utilize statistical methods, data analysis and interpretation to analyze relevant and reliable information for effective decision-making and problem-solving

4) Articulation of public interest and values of social equity and diversity in order to show an ability to communicate and interact with a diverse and changing citizenry.

5) Demonstrate solid communication and presentation skills to deliver information clearly, effectively, and concisely.

Admission to the Master of Public Affairs Program Application

The prospective student should complete the online application packet. Contact SPEA for the link.

Application Fee

A nonrefundable application fee of $40 is required of all applicants. Contact SPEA for a waiver.

Application Requirements

For more information on SPEA's graduate programs and for questions regarding the application process, please call 219-980-6696 or 219-980-6695.

All application requirements must be submitted online to the Graduate Application System. Contact SPEA for the link.

1. Online application.

2. Submit official copies of transcripts from all schools attended for undergraduate and/or graduate programs.

3. Applicants must have a minimum overall undergraduate grade point average of 3.0 for admission or will need to take the GRE. A minimum GRE score of 280 on the GRE is required for admission to the program.

3. Submit a copy of resume or curriculum vitae.

5. Letter of intent (this is applicants personal statement as to why they want to pursue the degree, what they hope to gain from it, career goals, etc.)

6. Two (2) professional references - applicants will enter the contact info (name, address, phone and email address for each reference). Once application is submitted the references will receive a invitation to complete their reference electronically. References should be of a professional nature and cannot be from a fulltime faculty member in the School of Public and Environmental Affairs.

Baccalaureate Degree

Certification of a baccalaureate degree is required for entrance into the Master of Public Affairs Program. Although the student may not have completed the undergraduate work at the time of application, a decision will be made on the strength of the student's work at the time of application. However, a final transcript,

showing baccalaureate degree must become a part of the permanent record before the student can be formally admitted.

Application Validity

Following notice of admission, an applicant has one calendar year in which to enroll. Supplementary transcripts of any academic work undertaken during that period are required, and the division may request additional letters of recommendation. Should the updated material prove unsatisfactory, the admission may be canceled. If the applicant fails to enroll within one year, a complete new application is required.

Examinations for Admission

The School of Public and Environmental Affairs will consider results from the GRE, GMAT or LSAT, but the GRE is most common among our applicants. Preparing to take the test and getting official test scores can be a lengthy process, so plan accordingly.

Admission Committee

Each application is considered carefully by the graduate program committee. While the applicant's undergraduate scholastic performance is the most significant index of ability to do graduate work, recommendations and the student's letter of intent are taken into account. The aim is to select those applicants who can successfully complete graduate study and be effective in public affairs.

Degree Policies and Procedures
Graduation Requirements

It is the responsibility of students to be certain that their graduation and other academic requirements are met. The graduate advisor office in the School of Public and Environmental Affairs will keep a record of the student's progress and will aid in program planning.

Non-degree Students

Graduate non-degree students make take up to 12 graduate credits. These courses may not necessarily be used toward the Certiticate or Master of Public Affairs (see later for more information about the Certificate Program). Financial aid is not offered for non-degree candidates.

Grade of Incomplete

An Incomplete indicates that the work is satisfactory as of the end of the semester but has not yet been completed. This grade may be awarded only when the student's work is of passing quality and have only one assignment or exam to complete. In addition, evidence that personal hardship would render it unjust to hold that student to the time limits previously fixed for the completion of the work. Normally, faculty members are reluctant to give the grade of Incomplete. One calendar year is allowed for the removal of an Incomplete unless the Director authorizes an adjustment of this period due to exceptional circumstances. If those procedures are not followed, the I is changed to F.

Grade Average, Provisional, and Probationary Status

Students may be admitted on a provisional basis for particular reasons, such as deficiencies in certain areas. The provisional status will be removed upon fulfillment of the stipulated conditions. A cumulative grade point average of 3.0 (A=4.0) or higher for all work taken for graduate credit must be earned as a prerequisite for continuation in good standing and for graduation. Students whose cumulative grade point average falls below 3.0 will be placed on probation. To be removed from academic probation, a student must raise the overall cumulative grade point average to 3.0 or higher. If a student earns less than a 3.0 grad point average for a given semester while on academic probation, the student is dismissed from the Master of Public Affairs program. In order to earn either the Master of Public Affairs or the Certificate, a cumulative grade point average of 3.0 or higher at graduation is required.

Petitioning Procedures

A student may find it necessary to petition the Graduate Program Committee relative to such matters as dismissal, requirements, transfers, class load, etc. Such requests must be presented in writing to the Graduate Program Committee.

Midcareer Options

The purpose of the midcareer option of the Master of Public Affairs graduate program is to enhance the professional capabilities of those with previous training or experience in public service. It is a program capable of being specially designed to meet the educational and professional needs of the individual.

Some administrators are engaged in professional capacities requiring deeper understanding of certain specialties. Others with considerable experience in a specialization may wish to broaden their knowledge and perspectives. The midcareer option can accommodate those needs.

Credit waiver may be granted to midcareer option students for significant administrative or policy-level work experience. This work experience may be of a managerial nature or may be in program or policy development (which may or may not include experience in management, e.g., as a planner). The work experience need not necessarily be with a governmental agency. Many private and quasi-public organizations have significant governmental contacts. Furthermore, much management-level experience in the private sector is applicable to the public sector.

Students wishing to take full advantage of the midcareer option should apply as soon as regular admission to the program has been granted. The Graduate Program Committee makes a determination of eligibility for the midcareer option for each applicant. Students granted the midcareer option for more than 3 credit hours may not take SPEA V585 Practicum in Public Affairs for credit. Decisions about the midcareer option are made separately from decisions about transfer of credit. Under no circumstances will the midcareer option and the transfer of credit total more than 6 credit hours of the 36 credit hour degree requirement. Students receiving the midcareer option should carefully plan their programs in consultation with an advisor as early as possible. Certification of the plan of study by the graduate advisor is necessary.

Transfer Credit from other Graduate Programs

Previous graduate credit from other schools at Indiana University or other universities may be accepted toward a degree in the Master of Public Affairs program up to a total of 6 credit hours. The particular courses to be awarded credit will be arranged with the Director. A "Transfer of Credit" Form must be completed, and approval must be granted for each course for which transfer credit is desired. This is true both for previous work at Indiana University, outside the School of Public and Environmental Affairs, and for graduate work at other institutions.

General Scholarship Rule

Any student who does not possess the necessary preliminary training or who lacks other qualifications may be required to enroll in such courses designated or to take such other corrective action as is necessary or desirable. The School of Public and Environmental Affairs may review a student's record at any time and take whatever actions seem necessary for the best interest of that student.

Any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the program.

Master of Public Affairs Degree Requirements

The Master of Public Affairs program requires a minimum of 36 graduate credit hours and completion of (1) the core requirements, and (2) the Concentration requirements.

The core requirement consists of 27 credit hours of work in nine courses. Each student must also complete the requirements of one concentration, which consists of 9 credit hours of work. An internship option is available and can count as three hours of elective credit.

Core Requirements

The Master of Public Affairs core ensures that each student acquires both the prerequisite analytical skills and an understanding of policy issues and governmental processes that compose the environment within which graduates will pursue their careers.

The following nine courses are required by all students regardless of concentration:

- SPEA V500 Quantitative Tools for Public Affairs (3 cr.)
- SPEA V502 Public Management (3 cr.)
- SPEA V506 Statistical Analysis for Policy and Management (3 cr.)
- SPEA V509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA V517 Public Management Economics (3 cr.)
- SPEA V540 Law and Public Affairs (3 cr.)
- SPEA V560 Public Finance and Budgeting (3 cr.)
- SPEA V600 Capstone in Public and Environmental Affairs (3 cr.)
- SPEA V601 Workshop in Public Affairs (3 cr.)

Total (27 cr.)

Well-prepared applicants may petition the Director to waive one or more of the core requirements on the basis of advanced work done elsewhere.

Concentration Requirement

The concentrations are designed to give an educational experience in a substantive area of the student's interest. The student chooses a concentration in consultation with an academic graduate advisor. Each concentration requires a total of 9 hours of which there are two required courses and one elective course that students can choose to supplement their knowledge/skill sets.

Concentrations

Students must choose one of the following concentrations:

Criminal Justice

Requirements

- SPEA J666 Criminal Justice Policy & Evaluation (3 cr.)
- SPEA V509 Administrative Ethics in the Public Sector (3 cr.)
- Elective course (3 cr.)

Health Services Administration and Social Change

Requirements

- SPEA V545 The U.S. Health Care System (3 cr.)
- SPEA V546 Health Services Utilization (3 cr.)
- Elective course (3 cr.)

Leadership

Requirements

- SPEA V566 Executive Leadership (3 cr.)
- SPEA V602 Strategic Management (3 cr.)
- Elective course (3 cr.)

Sustainability and Social Change

Requirements

- SPEA V559 Principles and Practices of Social Entrepreneurship (3 cr.)
- SPEA V602 Strategic Management for Public and Nonprofit Organizations (3 cr.)
- Elective course (3 cr.)

Cumulative Grade Point Average has to be 3.0 or higher to graduate.

Certificate in Public Management

The Certificate in Public Management is a focused 15 credit hour program of study in public management for those students interested in a less extensive course of study at the graduate level. The certificate program is flexible enough to be adapted to the needs of precareer and in-service individuals and can accommodate people interested in a wide variety of public careers.

The certificate is ideal for those persons in public and community organizations or agencies who wish to supplement their primary fields of professional or technical competence, persons who are changing from professional or technical roles to managerial roles in the public service, career employees of public and community agencies who are interested in studying a sequence of core courses in public management, or students who wish to explore the

field of public management before committing themselves to an extended degree program.

Candidates with a bachelor's degree are admitted to the program from a variety of educational backgrounds.

Required Courses (15 cr.)

- SPEA V502 Public Management (3 cr.)
- SPEA V509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA V540 Law and Public Affairs (3 cr.)
- SPEA V560 Public Finance and Budgeting (3 cr.)

and

- Approved Elective (3 cr.)

M.S. in Criminal Justice and Public Safety (Online)

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. 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.

Tailor your degree to your professional interests by choosing one of two concentrations:

- Public safety
- Criminal justice

Public Safety Concentration

Assess public safety risks using various analysis tools and develop plans to prepare, manage, and mitigate natural and human-made crises.

Criminal Justice Concentration

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.

Program Learning Outcomes

MSCJPS Graduates will be able to:

- Critically discuss criminal justice and public safety system actors, agencies, and processes; describe the underlying operations of police, emergency management, courts, and corrections agencies, and identify the major policy issues in criminal justice and public safety systems.
- Communicate effectively within a complex and diverse criminal justice or public safety constituencies.
- Discuss the philosophical underpinnings and development of law, and critically evaluate how Criminal Justice and Public Safety policies balance individual rights and public order.
- Rigorously analyze criminal justice and public safety policies using a variety of tools, including quantitative research methods and statistical techniques.
- Identify, analyze, and apply tools essential 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.

MSCJPS graduates completing the Public Safety Concentration will be able to:

- Identify public safety risks using various risk analysis tools, and describe ways to plan, prepare, manage, and mitigate natural and human made risks.

MSCJPS graduates completing the Criminal Justice Concentration will be able to:

- Discuss the nature and extent of crime, critically evaluate major theories of crime, and critically analyze and evaluate the effectiveness of criminal justice system and non-criminal justice programs and policies that respond to crime.

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 MSCJPS courses – completed by all students in the program (15 credit hours)

Concentration – students choose either Criminal Justice or Public Safety (18 credit hours)

I. Core Courses

1. Introduction to Public Safety: SPEA-J586 Public Safety in the US (3 cr)

2. Introduction to Graduate Study in Criminal Justice (3 cr)

a. Choose one: CJUS-P501 Proseminar: Criminal Justice I –OR–SPEA-J582 Criminal Justice Systems

3. Research Methods (3 cr)

a. Choose one: SPEA-J502 Research Methods in Criminal Justice and Public Safety –OR– CJUS-P594 Introduction to Research Methods

4. Statistics (3 cr)

a. Choose one: SPEA-V506 Statistical Analysis for Effective Decision Making –OR– CJUS- P595 Data Analysis in Criminal Justice

5. Capstone (3 cr)

a. Choose one: CJUS-P619 Crime and Public Policy –OR– SPEA-J666 Criminal Justice Policy and Evaluation

6. Theory Requirement (3 cr)

a. Criminal Justice Concentration—

Choose one: SPEA-J501 Evolution of Criminological Thought and Policy I –OR– CJUS-P502 Proseminar: Criminal Justice II

b. Public Safety Concentration—SPEA-J528 Risk Analysis for Public Safety

II. MSCJPS – Concentration

Students complete one concentration in Criminal Justice or Public Safety (15 cr)

Criminal Justice Concentration Courses

Students complete five classes selected from the following list:

· CJUS-P512 or CJHS-P 512 Corrections

· CJUS-P515 Police in Society

· CJUS-P517 Juvenile Justice

· CJUS-P519 Probation and Parole

· CJUS-P602 Courts and Criminal Justice

· CJUS-P623 Violent Behavior

· CJUS-P627 White-collar Crime

· CJUS-P629 Victimization

· CJUS-P634 Sentencing Theory and Practice

· CJUS-P671 Comparative Criminal Justice Systems

· CJUS-P680 Seminar: Issues in Criminal Justice and Public Safety

· CJUS-P682 Seminar on Law Enforcement and Minorities

· SPEA-J520 Mapping and Analysis

· SPEA-J550 Topics in Criminal Justice and Public Safety

· SPEA-J588 Law and Control in Society

· SPEA-J587 Criminal Violation: Problems and Characteristics

· SPEA-J682 Planning and Management

Public Safety Concentration

Students complete five classes selected from the following list:

· CJUS-P680 Seminar: Issues in Criminal Justice and Public Safety

· SPEA-J581 Public Safety Law

· SPEA-J520 Mapping and Analysis for Public Safety

· SPEA-J524 Crisis Management for Public Safety

· SPEA-J531 National and Homeland Security in America

· SPEA-J550 Topics in Criminal Justice and Public Safety

· SPEA-V560 Public Budgeting and Finance

· SPEA-V561 Public Human Resources Management

Graduate Certificate in Criminal Justice Leadership and Management (Online)

The Graduate Certificate in Criminal Justice Leadership and Management (GCCJLM) serves current police officers and law enforcement professionals who hold a bachelor's degree and are interested in pursuing graduate study as a means of professional development and career advancement. Coursework completed for the GCCJLM will jumpstart the graduate career of students who decide they want to continue their education by entering the MSCJPS. GCCJLM students will benefit from an expedited MSCJPS application and admission process, and all four courses and 12 credits required for the GCCJLM can be applied towards satisfaction of MSCJPS requirements.

The four course GCCJLM curriculum focuses on the skills and approaches will simultaneously help students to perform better in their current positions while also open doors to career advancement. Over time, as GCCJLM graduates move into leadership positions within their agencies and organizations and apply the knowledge and skills they develop in the program, they will extend the reach and impact of researchers in the field.

GC in Criminal Justice Leadership and Management—Target Audience

The GC CJLM will appeal to individuals who seek to sharpen their skills and develop new strategies and approaches to the fair and effective administration of justice and promotion of public safety and can serve as a bridge to further graduate study in IU's collaborative M.S. in Criminal Justice and Public Safety. In graduate seminars, students will read and discuss foundational texts and contemporary scholarship to deepen their understanding of the perspectives and policy debates that shape current practices. They will undertake rigorous training in research methods and data analysis to hone the critical skills necessary to evaluate empirical data. This well-rounded curriculum combines rigorous analytical

and methodological coursework across both fields with two distinct concentrations (Criminal Justice and Public Safety) to foster an understanding of the field that is both comprehensive and in-depth.

GC in Criminal Justice Leadership and Management—Program Goals and Learning Outcomes

Learning Outcomes

Upon completion of the Graduate Certificate in Criminal Justice Leadership and Management
graduates will be able to:
1. Identify core components and processes of the criminal justice system and describe and analyze major issues such as: police use of force, the school to prison pipeline, mass incarceration, and other topics of debate with a particular emphasis on diversity issues.
2. Use appropriate methodological techniques for criminal justice research and discuss findings effectively.
3. Master leadership and management skills for Criminal Justice organizations.
4. Critically analyze and evaluate components of the criminal justice system and apply research-based leadership and management techniques for improved performance and results.

Degree requirements

The four required courses connect essential insights and strategies of graduate study in criminal justice with to the types of issues law enforcement managers face on a daily basis in a time of heightened scrutiny and calls for reform.

Certificate students will complete one course in each of the following four areas for a total of 12 credits.

1. Introductory course on graduate study in criminal justice.

Complete one of:

a. CJUS P501 Proseminar: Criminal Justice I or
b. SPEA J582 Criminal Justice Systems.

2. Research Methods in Criminal Justice.

Complete one of:

a. SPEA J502 Research Methods in Criminal Justice
b. CJUS P594 Introduction to Research Methods
c. CJHS P594 Introduction to Research Methods

3. Planning and Management in Criminal Justice.

Complete: SPEA J582 Planning and Management in Criminal Justice and Public Safety

4. Diversity in Criminal Justice

Complete:

SPEA J510 Diversity in Policing

Radiologic Sciences Programs

Administrative Officers

Vesna Balac**,** Ed.D., R.T.(R) (MR) (AART), *Assistant Dean, Radiologic Sciences Department Chair, Radiography Program Director, and Assistant Professor*

Melynie Durham, M.S., R.T. (R) (MR) (AART)*, Clinical Assistant Professor and Clinical Coordinator*

Melody Fisher, M.S., R.T.(T) (AART), *Clinical Lecturer and Director, Radiation Therapy Program*

Nancy Smith, M.S., R.T.(R) (AART), *Clinical Lecturer and Clinical Coordinator*

Ann Walker, M.S., RDMS, RVT, Clinical Lecturer and Interim Director, Diagnostic Medical Sonography

Web site: www.northwest.iu.edu/radiologic-sciences/
Phone: (219) 980-6899

Admission Policies and Procedures for All Radiologic Sciences Programs

STANDARD I: Pre- and Co-requisite Coursework

Applicants for the radiologic sciences programs must be high school graduates or the equivalent. They must apply and be admitted to Indiana University Northwest prior to or concurrent with the application for the radiologic sciences programs. Applicants must meet the academic standards for the College of Health and Human Services and must apply to the program by January 15. Applicants must complete the program's Math (M100 or higher) and written communication (W131) requirements with a "C" (2.0) or better prior to beginning the professional coursework that begins each year in summer session II. These requirements can be fulfilled during summer I coursework. Applicants must pass the required pre- and co-requisite coursework by the second completed attempt.

In addition, specific college and/or high school courses that are recommended include Oral Communication (S121), Psychology (P101), Human Anatomy and Physiology I and II (P261 and P262), and Medical Terminology (R185). Specific grades in these courses are used as a part of the student's admission profile number. Completing these courses in advance improves a student's chance for admission into the radiologic sciences programs. If a student has not taken the college equivalent of the courses listed above, a high school transcript should be submitted with the application and specific courses will be reviewed for admission purposes.

Anatomy and Physiology I and II have a 7-year age limit between completion and time of admission. Students may opt to take the course again or challenge the course by departmental examination. In order to qualify for admission and/or progression, the student must pass this course by the second completed attempt.

STANDARD II: Grade Requirements

To be considered for admission to the radiologic sciences programs, all applicants must:

Have a cumulative high school GPA (excluding non-academic coursework) of 3.0 or higher on a 4.0 scale.

OR

Have a cumulative and last semester college GPA (excluding developmental coursework) of 2.5 or higher on a 4.0 scale for ALL coursework completed at Indiana University and/or any other college or university. College GPA will be utilized if the total number of credit hours equals or exceeds 12 and includes at least one math or science course.

STANDARD III: GPA Altering Policies

The student's cumulative GPA for purposes of admission to the program will be based on all past academic courses taken at accredited colleges or universities. This admission GPA will exclude developmental coursework.

STANDARD IV: Credit by Examination

Applicants to the radiologic sciences programs who have received credit by examination in a course that meets a program prerequisite will be considered as meeting this specified requirement. Application of this policy for math/ science prerequisites will be determined by the Admission Committee. Any "credit by examination" hours received by the student must be transferred to the student's university transcript before it can be considered as meeting the program's admissions prerequisite. Credit can be earned from a variety of sources.

STANDARD V: Professional Assessment in Radiologic Sciences (PARS)

Applicants who meet the academic requirements for admission to the program will complete the Professional Assessment in Radiologic Sciences. The assessment is used in the selection of students for admission. PARS will assess applicant's professional knowledge, information related to program policies and procedures as outlined in Radiologic Sciences Handbook as well as math skills, higher thinking and problem solving. When the number of applications to the program far exceeds the number of applicants who can be admitted, the Admissions Committee reserves the right to limit the number of assessments administered to two times the number of positions available.

To prepare for this assessment, applicants should review the following resources:

- Radiologic Sciences Handbook
- https://www.arrt.org/about-the-profession/learn-about-the-profession
- Basic math skills acquired in high school.

Additionally, this assessment includes generic questions designed to assess higher level thinking skills, as well as problem-solving skills, which can be answered using common sense.

STANDARD VI: Technical Standards for Admission & Retention

Technical standards for admission and retention have been developed and are utilized by the radiologic sciences programs. These are sent to all applicants upon receipt of an application. Once admitted, students are expected to meet these program standards.

STANDARD VII: Additional Requirements

- Health and Age Requirements: Students are required to show proof that they have met the immunization, physical examination, and laboratory examination requirements for the program, as well as CPR certification. Specific information is provided to students prior to enrolling in clinical coursework. Additionally, students must be 18 years or older.
- Criminal History Check: A criminal history check is required prior to beginning clinical experience. A positive background check may make a student ineligible for clinical coursework.
- Drug Screening Policy: Students may be required to have a drug screen prior to attending clinical experience. A drug screen may also be required on demand under certain situations in the clinical site. A positive drug screen will result in removal from the clinical site and possible dismissal from the program.

STANDARD VIII: Equal Opportunity and Affirmative Action Policy

Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

ADMISSION PROFILE NUMBER

Applicants are ranked according to a calculated admission profile number developed by the Admission Committee. The academic profile and PARS scores are combined to provide a total admission profile number for each physician.

Associate of Science in Radiography

Length of Program

24 months beginning in May. Professional course work begins in summer session II.

Structure of the Program

The radiography program is a full-time day program involving classroom and laboratory experiences on campus and clinical experiences at local hospitals.

Design of the Professional Curriculum

The curriculum follows a pattern designed to train the student to become adept in the performance of diagnostic radiologic procedures. Courses in radiologic principles, radiographic procedures, clinical coursework, and general education are included in the curriculum.

The associate degree radiography program offered by Indiana University Northwest is designed to prepare students for professional careers as radiographers in the medical field. By providing pertinent learning experiences, the program faculty strives to develop students' interests in lifelong learning through the professional societies and continuing education. The curriculum is designed in accordance with the guidelines established by the American Society of Radiologic Technologists.

Program Goals and Learning Outcomes

The radiography program has set forth the following goals and learning outcomes:

Goal 1: Students will demonstrate clinical competence.

Student Learning Outcomes:

- Students will demonstrate continued competence in positioning skills.
- Students will select appropriate technical factors.

Goal 2: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate written communication skills.
- Students will demonstrate oral communication skills.

Goal 3: Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:
- Students will detail procedural and technical adaptations for a trauma patient.
- Students will evaluate the quality of radiographic images and procedures.

Goal 4: Students will demonstrate professional values.

Student Learning Outcomes:
- Students will demonstrate appropriate professional values in the clinical setting.
- Students will detail the ethical obligations described in the ARRT Code of Ethics.

Goal 5: Students will be involved in professional continuing education activities to instill a desire for lifelong learning.

Student Learning Outcomes:
- Students will participate in professional continuing education.
- Students will be members of professional societies.

Goal 6: The program will provide the medical community with individuals qualified to perform radiographic procedures.

Program Effectiveness Measures:
- Graduates will pass the ARRT certification examination on the first attempt.
- Graduates will successfully complete the program in a three-year period.
- Employers will express confidence in the overall quality of graduates' skills.
- Graduate will express confidence in the overall quality of their skills.
- Of those pursuing employment, students will be gainfully employed within 12 months post-graduation.

Assessment data described in Goal #6 are available for review under Program Effectiveness Data.

Opportunities for Students to Work

Students often seek employment in part-time positions outside the program. These positions cannot interfere with clinical and class schedules and must be balanced with necessary study time. The majority of clinical education is scheduled on weekdays with a few Saturday and PM rotations.

Program Facilities

The radiography program offices and classrooms are located in the Dunes Medical/ Professional Building at IU Northwest.

Location of Clinicals

Clinical experience occurs in local hospitals, including the Community Hospitals in Munster, Northwest Health LaPorte in LaPorte, Methodist Hospital of Gary Inc., in Gary and Merrillville, Northwest Health Porter in Valparaiso, Franciscan Health Crown Point, Franciscan Health Rensselaer, Franciscan Health Munster and Dyer, and St. Mary Medical Center in Hobart.

Additional Costs

In addition to regular university tuition and fees, students should expect to pay program-related expenses such as books, uniforms, physical examination, immunizations, criminal background check, online clinical management and tracking, drug tests, lead markers, and radiation monitoring.

Accreditation

The radiography program is fully accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606--3182; phone: (312) 704-5300; www.jrcert.org.

Admission

Students may apply for admission to the radiography program after qualifying for regular admission to Indiana University. Admission to the professional program is competitive; therefore, completion of the application does not guarantee admission to the program.

Class Size

Approximately 36 students each May (beginning professional course work in Summer Session II).

Application Deadline

January 15 of the year of anticipated entry.

Professional Program

Courses in the professional program are sequential and, therefore, must be taken in the order specified by the program faculty.

Awards

The program faculty will recommend to the university graduating students with superior academic performance for degrees awarded with distinction. Also, the program may recognize students with outstanding academic and clinical achievement during their professional program at the time of graduation.

Scholarships

For information on scholarships and grants, students should contact the Financial Aid Office. Some hospitals offer financial assistance for students pursuing radiography. Contact the program faculty for further information.

Graduation Requirements

Satisfactory completion of 73/74 credit hours to include 20/21 credit hours of prerequisite and general education courses and 53 credit hours of professional courses. All course work must be completed in compliance with the program's and school's academic and professional policies. Upon successful completion of the program, students are eligible to take the examination of the American Registry of Radiologic Technologists (AART) (www.arrt.org).

Curriculum

Two-Year Semester Sequence

Summer Session I

- MATH M100 /M119 College Level Mathematics* (3-4 cr.)
- ENG W131 Reading, Writing and Inquiry* (3 cr.)

Total (6-7 cr.)

Summer Session II

- RADS R100 Orientation to Radiologic Technology* (2 cr.)
- RADS R103 Introduction to Clinical Radiography* (3 cr.)
- RADS R181 Clinical Experience I* (1 cr.)
- RADS R185 Medical Terminology* (1 cr.)

Total (7 cr.)

Fall Semester

- RADS R101 Radiographic Procedures* (3 cr.)
- RADS R102 Principles of Radiography I* (3 cr.)
- RADS R182 Clinical Experience II* (3 cr.)
- PHSL P261 Human Anatomy and Physiology I (4 cr.)

Total (13 cr.)

Spring Semester

- RADS R201 Radiographic Procedures II* (3 cr.)
- RADS R202 Principles of Radiography II* (3 cr.)
- RADS R281 Clinical Experience III* (3 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)

Total (13 cr.)

Summer Sessions

- RADS R282 Clinical Experience IV* (4 cr.)

Total (4 cr.)

Fall Semester

- RADS R205 Radiographic Procedures III* (3 cr.)
- RADS R222 Principles of Radiography III* (3 cr.)
- RADS R250 Physics Applied to Radiology* (3 cr.)
- RADS R283 Clinical Experience V* (4 cr.)

Total (13 cr.)

Spring Semester

- RADS R260 Radiobiology and Protection* (3 cr.)
- RADS R200 Pathology* (3 cr.)
- RADS R290 Comprehensive Experience* (5 cr.)
- PSY P101 Introductory Psychology (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

Total (17 cr.)

*Core Course requires a C (2.0) or better
Total Credit Hours (73 / 74 cr.)

Bachelor of Science - Advanced

Clinical Concentration for Radiographers

Program Mission and Goals

The BS program in radiologic sciences advanced clinical concentration for radiographers is designed to prepare graduates for professional careers in the medical field. The program has set forth the following goals:

Goal 1: Students will demonstrate clinical competence.

Student Learning Outcomes:

- Students will demonstrate competence in the discipline-specific skills.
- Students will practice radiation protection, if applicable to the discipline.

Goal 2: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate written communication skills.
- Students will demonstrate oral communication skills.

Goal 3: Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:

- Students will detail procedural and technical adaptations for selected pathologies.
- Students will evaluate images for quality, if applicable.

Goal 4: Students will demonstrate professional values.

Student Learning Outcomes:

- Students will demonstrate appropriate professional values in the clinical setting.
- Students will abide by the ethical obligations of the ARRT Code of Ethics.

Goal 5: Students will be involved in professional continuing education activities to instill a desire for lifelong learning.

Student Learning Outcomes:

- Students will participate in professional continuing education.

Goal 6: The program will provide the medical community with radiographers qualified to perform advanced procedures in cardiac interventional radiography, computed tomography, magnetic resonance imaging, mammography, and vascular interventional radiography.

Program Effectiveness Measures:

- Graduates will pass the appropriate certification examination on the first attempt.
- Graduates will successfully complete the program in a three year period.
- Employers will express confidence in the overall quality of graduates' skills.
- Graduate will express confidence in the overall quality of their skills.
- Of those pursuing employment, students will be gainfully employed within 12 months post-graduation.

Location of Clinicals

Clinical experiences occur in local hospitals, including Community Hospital, Munster; Franciscan Health, Crown Point; Franciscan Health, Michigan City; Northwest Health

LaPorte, LaPorte; Methodist Hospital of Gary, Inc. - Merrillville and Gary; St. Mary Medical Center, Hobart; Northwest Health Porter, Valparaiso.

Graduates of the Program
Graduates receive a Bachelor of Science degree and are eligible to take specialty examinations depending on their clinical concentration.

Credentials Required to Practice
R.T.(R) (ARRT) Registered Radiographer.

Indiana Certification Requirements
State certification is required to operate an x-ray machine. The state accepts the ARRT Registry for certification.

Length of the Program
A new class begins the professional course work in the fall semester and completes the professional year at the end of the following spring semester. Part-time option is also available.

Structure of the Professional Program
All professional courses are offered online. Clinical experience is scheduled in cooperation with the clinical site with most experience during normal daytime hours.

Design of the Professional Curriculum
Classes and clinical experiences are integrated throughout the two semesters.

Opportunity for Students to Work
Students may be employed as radiographers while enrolled in the program. Students may find full-time employment during the professional year difficult. Students already employed as technologists in one of the advanced clinical modalities are eligible for replacing clinical coursework with internship courses. The program does not provide internship placements for students.

Description of Facilities
The radiologic sciences classroom and offices are located in the Dunes Medical/ Professional Building at IU Northwest. Clinical experience is provided at local area hospitals.

Admission Process
General Information
Admission to the professional year is competitive. Students are selected based on their previous academic background, and evidence of registration or registration eligibility with the American Registry of Radiologic Technologists (ARRT). Students will need to select an area of clinical concentration. There are a limited number of spaces available in each clinical concentration.

Applicants must provide evidence of registration elgibility with the American Registry of Radiologic Technologists (AART).

Class Size
Class size is restricted by the number of clinical sites available. An attempt will be made to place all qualified applicants.

Application Deadline
January 15 of the year the student wishes to begin the professional year.

Total Number of Prerequisite Credit Hours
90 credit hours.

Curriculum
Pre- and Co-requisties

General education requirements may be taken at Indiana University Northwest (IUN) or any accredited college or university on a part-time basis. The following courses that are followed by (G) meet the general education requirements of the College of Health and Human Services. *Courses must be completed with a grade of C or better.

- *W131 Reading, Writing and Inquiry I (G) 3 cr.
- *W231 Professional Writing (G) 3 cr.
- *S121 Public Speaking (G) 3 cr.
- *College-level mathematics#(G) 3-5 cr.
- *Human anatomy and physiology I and II with labs (G) 8 cr.
- Introductory psychology (G) 3 cr.
- Arts & Humanities elective (G) 3 cr.
- Cultural and Historical Studies elective (G) 3 cr.
- Additional Arts & Humanities OR Cultural & Historical Studies Elective (G) 3 cr
- Statistics (G) 3 cr.
- Second Social/behavioral science elective (G) 3 cr.
- Professional course work in a radiography program 50-52 cr.

Special Credit/Transfer Policy

Students seeking to transfer credit or receive special credit for radiography course work taken in a non-credit-awarding radiography program that has been accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (www.jrcert.org) should contact the program director for additional information and counseling.

Students may apply for special credit (12 credit hours) for holding a post-primary certification related to Medical Imaging (ARDMS, CT, MRI, Mammography, Nuclear Medicine, etc.). If special credit is awarded, all remaining courses must be taken within the program. Special credit hours do not apply toward the 30 credit hour in-residence minimum required for graduation from Indiana University Northwest.

Professional Program

The professional program consists of 30 credit hours of 400-level courses.

Courses in the professional senior year are sequential. Therefore, the following courses must be taken in the order specified by the program faculty.

Fall Semester
RADS R403 Advanced Topics in Medical Imaging Technology (3 cr.)

RADS R405 Advanced Diagnostic Imaging I (3 cr.)

RADS R472 Multiplanar Anatomy and Pathology I# (3 cr.)

Clinical Concentration Coursework (6 cr.)

Spring Semester
RADS R406 Advanced Diagnostic Imaging II (3 cr.)

RADS R409 Senior Project in Medical Imaging Technology (3 cr.)

RADS R473 Multiplanar Anatomy and Pathology II (3 cr.)

Clinical Concentration Coursework (6 cr.)

Total (30 cr.)

Graduation Requirements

Satisfactory completion of 120 credit hours to include 90 credit hours of prerequisite and general education courses and 30 credit hours of professional courses.
All professional courses must be completed with a C (2.0) or higher. All course work must be completed in compliance with the program's and school's academic and professional policies.

Diagnostic Medical Sonography Program

Program Goals and Learning Outcomes

The diagnostic medical sonography program has set forth the following goals and student learning outcomes:

Goal 1: Student will demonstrate clinical competence.

Student Learning Outcomes:

- Students will demonstrate proper procedural skills.
- Students will select appropriate instrumentation controls.

Goal 2: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate written communication skills
- Students will demonstrate oral communication skills.

Goal 3: Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:

- Students will detail procedural and technical adaptations for a difficult patient.
- Students will evaluate sonographic images for quality.

Goal 4: Students will demonstrate professional values.

Student Learning Outcomes:

- Students will demonstrate appropriate professional values in the clinical setting.
- Students will abide by the ethical obligations of the ARDMS Code of Ethics.

Goal 5: Students will be involved in professional continuing education activities to instill a desire for lifelong learning.

Student Learning Outcomes:

- Students will participate in professional continuing education.
- Students will become members of professional societies.

Goal 6: To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

- Students will take and pass the SPI examination on the first attempt.
- Students will take and pass the OB/Gyn examination on the first attempt.
- Students will take and pass the Abd/Sm Pts examination on the first attempt.
- Students will successfully complete the program in an 18-month time frame.
- Employers will express confidence in the overall quality of graduates' skills.
- Graduates will express confidence in the overall quality of their skills.

Graduates of the Program

Graduates receive a Bachelor of Science degree and are eligible to take the Sonography Principles and Instrumentation, Abdomen /Small Parts, and OB/Gyn exams offered by the American Registry of Diagnostic Medical Sonography (ARDMS).

Length of the Program

A new class begins the professional course work in Summer Session II. The students will complete their professional portion at the end of the following fall semester.

Structure of the Professional Program

Classes are held during the day. Clinical experience is scheduled in cooperation with the clinical site and are also during normal daytime hours.

Design of the Professional Curriculum

Lectures, lab, and clinical experiences are integrated throughout the program.

Opportunity for Students to Work

Students may find full-time employment during the professional year difficult.

Description of Facilities

The classroom and offices of the Radiologic Sciences—DMS Concentration Program are located in the Dunes Medical/ Professional Building at IU Northwest. Clinical experience is provided at local hospitals.

Location of Clinicals

Clinical experiences occur in local hospitals, including Community Hospital, Munster; Franciscan Health, Crown Point; Franciscan Health, Michigan City; Northwest Health, LaPorte, Laporte; Methodist Hospital of Gary, Inc. - Merrillville and Gary; St. Mary Medical Center, Hobart; Northwest Health Porter, Valparaiso; Ingalls Memorial Hospital, Harvey, IL Franciscan Health Rensselaer and Lafayette.

Admission Policies

Preference is given to healthcare professions (AS degree or higher in a healthcare professional field) and radiographers. Admission to the program is highly competitive. Students are selected based on their previous academic background, Professional Assessment in Radiologic Sciences (PARS), and evidence of registration if applying under healthcare professional background.

Class Size
Class size is restricted by the number of clinical sites available.

Application Deadline
January 15 of the year the student wishes to begin the professional year.

Total Number of Prerequisite Credit Hours
66 credit hours

Curriculum
Prerequisites
General education requirements may be taken at Indiana University Northwest (IUN) or any accredited college or university on a part-time basis. The following courses that are followed by (G) meet the general education requirements of the College of Health and Human Services. *Courses must be completed with a grade of C or better.

- * W131 Reading, Writing and Inquiry I (G) 3 cr.
- * W231 Professional Writing (G) 3 cr.
- * S121 Public Speaking (G) 3 cr.
- *College-level mathematics (G) 3-4 cr.
- *Human anatomy and physiology I & II with lab (G) 8 cr.
- * P101 Introductory psychology (G) 3 cr.
- Arts & Humanities elective (G) 3 cr.
- Cultural & Historical Studies elective (G) 3 cr.
- Additional Arts & Humanities OR Cultural & Historical Studies Elective (G) 3 cr.
- Second Social/Behavioral Science Elective (G) 3 cr.
- Statistics (G) 3 cr.
- * Health Professions course work or electives 27-28 cr.

Total minimum number of credit hours - 66

Diagnostic Medical Sonography Curriculum
Summer Semester II
RADS R100 Orientation to Radiologic Technology (2 cr.)
RADS R185 Medical Terminology (1 cr.)
RADS R404 Sectional Imaging Anatomy (3 cr.)

Total 6 cr.

Fall Semester
RADS R250 Physics applied to Radiology (3 cr.)
RADS R490 Fundamentals of Ultrasound (4 cr.)
RADS R181 Clinical Experience (1 cr.)

Total 8 cr.

Spring Semester
RADS R491 DMS Imaging-Abdomen/Sm Pts (5 cr.)
RADS R492 DMS Imaging-OB/Gyne (5 cr.)
RADS R494 DMS Clinical Practicum I (6 cr.)

Total 16 cr.

Summer Semester
RADS R495 DMS Clinical Practicum II (6 cr.)
RADS R497 Vascular Ultrasound (3 cr.)

Total 9 cr.

Fall Semester
RADS R409 Senior Project in Medical Imaging Tech. (3 cr.)
RADS R493 Ultrasound Physics (4 cr.)
RADS R496 DMS Clinical Practicum III (8 cr.)

Total 15 cr.

TOTAL 54 cr.

Graduation Requirements
Satisfactory Completion of 120 credit hours to include 66 credit hours of prerequisite and general-education courses and 54 credit hours of professional courses. All professional courses must be completed in compliance with the program's and school's academic and professional policies.

Radiation Therapy Program
The educational program in radiation therapy accepts students every other year (odd years).

Program Goals and Learning Outcomes

The radiation therapy program has set forth the following goals and learning outcomes:

Goal 1: Students will demonstrate clinical competence.

Student Learning Outcomes:

- Students will be competent in positioning patients.
- Students will practice radiation protection.

Goal 2: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate oral communication skills.
- Students will demonstrate written communication skills.

Goal 3: Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:

- Students will be able to adapt to non-routine situations.
- Students will establish resolution and rationale for challenging circumstances that they may encounter.

Goal 4: Students will demonstrate professional values.

Student Learning Outcomes:

- Students will demonstrate appropriate professional values in the clinical setting.
- Students will detail the ethical obligations described in the ARRT Code of Ethics.

Goal 5: Students will be involved in professional continuing education activities to instill a desire for lifelong learning.

Student Learning Outcomes:

- Students will participate in professional continuing education activities.
- Students will be members of professional societies.

Goal 6: The program will provide the medical community with individuals qualified to perform radiation therapy procedures.

Program Effectiveness Measures:

- Graduates will pass the ARRT exam on first attempt.
- Graduate will express confidence in the overall quality of their skills.
- Employers will express confidence in the overall quality of the graduate's skills.
- Of those pursuing employment, graduates will be gainfully employed within 12 months post-graduation
- Students will successfully complete the program in the two year time frame.

Assessment data described in Goal #6 are available for review under Program Effectiveness Data.

Graduates of the Program

The radiation therapy program is designed to prepare graduates to meet the scope of practice standards for radiation therapy. Upon completion of the program, graduates are eligible to take the radiation therapy certification examination given by the American Registry of Radiologic Technologists (ARRT). Having successfully passed this exam, certificate holders are classified as registered radiation therapists, R.T.(T) (ARRT).State certification is required to operate radiation therapy equipment. The state accepts the ARRT Registry for certification.

Length of the Program

The radiation therapy program is a four-year baccalaureate degree program composed of 51 credit hours of prerequisite and general education requirements and a professional core in the junior and senior years of 69 credit hours.

Design of the Professional Curriculum

The curriculum follows a pattern that trains the student to become skilled in the performance of radiation therapy procedures. Courses in radiologic principles, technical courses in radiation therapy, clinical application of theory, and general education are included in the curriculum. Lectures, lab, and clinical experienecs are integrated throughout the program.

Structure of the Professional program

Classes are held during the day. Clinical experience is scheduled in cooperation with the clinical site with experience during normal daytime hours.

Opportunity for Students to Work

Students may find full-time employment during the professional program difficult.

Description of Facilities

The radiation therapy program offices and classrooms are located in the Dunes Medical/ Professional Building at IU Northwest.

Location of Clinicals

Clinical experiences have been planned in local hospitals, including the Community Hospital in Munster; Franciscan St. James Health in Olympia Fields, IL; Franciscan Health Munster in Munster, IN; Ingalls Memorial Hospital in Harvey, Illinois; Methodist Hospital of Gary, Inc., Southlake campus in Merrillville; Michiana Hematology Oncology, PC, in Westville; Franciscan Health Woodland Cancer Care Center in Michigan City, IN; Loyola University Medical Center in Maywood, IL; St. Mary Medical Center in Hobart, IN.

Accreditation

The Radiation Therapy Program is approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182; phone (312) 704-5300; www.jrcert.org.

Admission Policies

Preference is given to healthcare professions (AS degree or higher in a healthcare professional field) and radiographers.# Admission to the program is highly competitive. Students are selected based on their previous academic background, Professional Assessment in Radiologic Sciences (PARS), and evidence of registration if applying under healthcare professional background.

Class Size

Class size is restricted by the number of clinical sites available.

Application Deadline

January 15 of the year the student wishes to begin the professional year.

Total number of Prerequisite Credit Hours

51 credit hours

Curriculum

Prerequisites

1. General education requirements may be taken at Indiana University Northwest (IUN) or any accredited college or university on a part-time basis. The following courses that are followed by (G) meet the general education requirements of the College of Health and Human Services. *Courses must be completed with a grade of C or better.

- *W131 Reading, Writing, and Inquiry I (G) 3 cr.
- *W231 Professional Writing (G) 3 cr.
- *Verbal Communication Course 3 cr.
- *M119 Brief Survey of Calculus or M125 Precalculus Mathematics 3 cr.
- *Human Anatomy and Physiology I & II with lab (G) 8 cr.
- Introductory Psychology (G) 3 cr.
- Arts & Humanities Electives (G) 3 cr.
- Second Social/Behavioral Science Elective (G) 3 cr.
- Cultural & Historical Studies Electives (G) 3 cr.
- Additional Arts & Humanities OR Cultural & Historical Studies Elective (G) 3 cr.
- Statistics (G) 3 cr.
- Health Professional Radiography Coursework or Electives 13 cr.

Total minimum number of credit hours - 51 cr.

Special Credit/Transfer Policy

Students seeking to transfer credit or receive special credit for radiography course work taken in a non-credit-awarding radiography program that has been accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (www.jrcert.org) should contact the program director for additional information and advising.

Radiation Therapy Curriculum
SUMMER II SEMESTER
RADS R100 Orientation to Radiologic Technology (2 cr.)

RADS R185 Medical Terminology (1 cr.)

RADS J304 Radiation Oncology Patient Care (2 cr.)

Total 5 cr.

FALL SEMESTER
RADS R250 Physics Applied to Radiology (3 cr.)

RADS J301 Orientation to Radiation Therapy (4 cr.)

RADS J350 Clinical Experience Basic (4 cr.)

RADS R472 Multiplanar Anatomy and Pathology I (3 cr.)

Total 14 cr.

SPRING SEMESTER
RADS R260 Radiation Biology and Protection (3 cr.)

RADS J302 Radiation Oncology Techniques (3 cr.)

RADS J351 Clinical Practicum II (4 cr.)

RADS R473 Multiplanar Anatomy and Pathology II (3 cr.)

Total 13 cr.

SUMMER SEMESTER
RADS J402 Radiation Oncology Techniques II (3 cr.)

RADS J450 Clinical Practicum III (4 cr.)

Total 7 cr.

FALL SEMESTER
RADS J303 Clinical Oncology I (3 cr.)

RADS J305 Clinical Dosimetry I (3 cr.)

RADS J400 Physics of Radiation Oncology (3 cr.)

RADS J451 Clinical Practicum IV (4 cr.)

Total 13 cr.

SPRING SEMESTER
RADS J401 Physics of Radiation Oncology II (3 cr.)

RADS J403 Clinical Oncology II (3 cr.)

RADS J404 Quality Management in Radiation Oncology (3 cr.)

RADS J409 Senior Project in Radiation Oncology (3 cr.)

RADS J452 Clinical Practicum V (4 cr.)

Total 16 cr.

Professional Courses Total 69 cr.

Graduation Requirements
Satisfactory completion of 120 credit hours to include 51 credit hours of prerequisite and general-education courses and 69 credit hours of professional courses.
All professional courses must be completed with a C (2.0) or higher. All course work must be completed in compliance with the program's and school's academic and professional policies.

B.S. in Medical Imaging Technology (Online)

The BS in Medical Imaging Technology is for working professionals who are already certified in Radiography (ARRT), Nuclear Medicine (ARRT or NMTCB), Diagnostic Medical Sonography (ARRT or ARDMS), or Radiation Therapy (ARRT).

Students who are not certified in one of these areas are not eligible to apply. To become certified, students must complete prescribed educational requirements at a two- or four-year college and pass a national professional certification exam.

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 students to take coursework from several campuses and learn from a wide range of faculty.

Program Goals and Learning Outcomes

Students will gain knowledge and skills in the following core areas:

1. Medical Imaging Technology Principles (3 credit hours)

- Learn the history of the medical imaging profession
- Master basic imaging principles for a variety of imaging modalities

2. Medical Imaging Technology Procedures (3 credit hours)

- Compare and contrast the various modalities in terms of radiation sources, uses, and safety
- Apply medical imaging concepts and principles to analyze new uses and procedures

3. Anatomy and Pathology (6 credit hours)

- Explain the different disease states that are seen or treated within the field of radiology
- Determine which radiologic procedures are used in the diagnosis and treatment of various disease states
- Analyze how physicians use patient data and images for use in patient case management
- Identify anatomical structures of the human body
- Describe relationships of structures to one another
- Discuss the different appearance of anatomy from one modality to another

4. Research in Medical Imaging Technology (6 credit hours)

- Demonstrate computer skills needed to perform a literature search
- Formulate a research question
- Research a selected topic
- Use a variety of multi-media tools to produce images for presentations and posters
- Disseminate scientific information in a professional quality poster and research paper
- Investigate the basic tenets of human subjects research

5. Medical Imaging Technology Nonclinical Concentration (12 credit hours)

Students must complete 12 hours of elective coursework. Students may develop their own tracks with the consent of their program faculty.

Degree Requirements

To graduate with the BS in Medical Imaging Technology, you must:

1. Complete a total of 120 semester credit hours, including

All campus general education requirements
Program core course requirements
12 credit hours of elective courses

2. Complete at least 30 credit hours through Indiana University.
3. Complete at least 30 credit hours at the 300- and 400-level.
4. Maintain a minimum GPA of 2.0 and achieve a minimum grade of C in each required course.

Admission Policies

To gain admission to the B.S. in Medical Imaging Technology, you must hold certification in radiography (AART), nuclear medicina (AART or NMTCB), sonography (AART or ARDMS), or radiation therapy (AART).

Limitations of Course Work

- Remedial course work will not count as credit hours toward the degree or for purposes of calculation of a grade point average during the admission process.

Seven Year Limit

- Anatomy and physiology I and II have a 7 year age limit between completion and time of admission. Students may opt to take the course again or challenge the couse by departamental examination.

*Credentialed health care professionals are exempt from this requirement.

Transfer Policy

- 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.Students with both a primary and post-primary certification (i.e. RT and CT) are eligible for up to 12 special credit hours. Special credit hours cannot be used towards the 30 hours in-residence IU hours.

Repeated courses

- In order to qualify for admission and/or progression, the student must pass the required pre- and co-requisite coursework by the second completed attempt.

Minimum Cumulative Grade Point Average

- 2.0 on a 4.0 scale.

Minimum Grade Requirement in a Prerequisite Coursework

- C (2.0 on a 4.0 scale).

Medical Imaging Technology Core Courses

Students must complete a total of 120 credit hours composed of general education, college/school requirements (if applicable) and MIT requirements.

1. General educations 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 credits)

Complete one of the following sequence of courses:

- AHLT-R 405 Advanced Diagnostics Imaging I#and AHLT-R 406 Advanced Diagnostic Imaging II
- RADS-R 405 Adv Diagnostic Imaging I#and RADS-R 406 Adv Diagnostic Imaging II
- RADI-R 451 Medical Imaging Theory I#and RADI-R 453 Medical Imaging Theory II

1. Multiplanar Anatomy and Pathology (6 credits)

Complete one of the following sequence of courses:

- AHLT-R 472 Multiplanar Anatomy and Pathology I#and AHLT-R 473 Multiplanar Anatomy and Pathology II
- RADI-R 472 Multiplanar Anatomy and Pathology I#and RADS-R 473 Multiplanar Anatomy and Pathology II
- RADS-R 472 Multiplanar Anatomy and Pathology I#and RADI-R 473 Multiplanar Anatomy and Pathology II

1. Research (6 credits)

Complete one of the following combinations of courses:

- AHLT-R 409 Project in Medical Imaging#and HSC-W 314 Ethics in Health Professionals
- AHLT-R 409 Project in Medical Imaging#and PAHM-W 314 Ethics in Health Professionals
- RADI-R 456 Medical Imaging Technology Project I#and RADI-R 457 Medical Imaging Technology Project II
- RADS-R 403 Advanced Topics in Medical Imaging Technology#and RADS-R 409 Project in Medical Imaging Technology

1. Professional Advancement in MIT (12 credits)*

Complete all of the following:

- AHLT-R 413 Introduction to Imaging Technology Leadership
- AHLT-R 416 Trends in Medical Imaging Technology I
- RADI-R 418 The Teaching Technologist: Clinical Instruction
- RADS-R 402 Medical Imaging Informatics

*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)

Division of Social Work

Administrative Officer

Mark D. Thomas, Ph.D., *Associate Professor of Social Work and Interim Director*

Web site: https://socialwork.iu.edu/northwest/ **Phone:** (219) 980-7111

Overview

General Information

The Division of Social Work is a collaborative effort of the Indiana University School of Social Work and Indiana University Northwest. Both the Master of Social Work (M.S.W.) and Bachelor of Social Work (B.S.W.) degrees are offered on the IUN campus. The Master of Social Work is available on a three or four year part time schedule designed to meet the needs of working professionals in Northwest Indiana. The Bachelor of Social Work is offered on a full time or part time schedule.

Graduates of the school move into a broad variety of social service settings, including those concerned with aging, family and child welfare, corrections, mental and physical health, and adjustment in schools. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, communities, and organizations or function in leadership roles.

The Bachelor of Social Work (B.S.W.) program prepares students for generalist social work practice. The Master of Social Work (M.S.W.) program prepares graduate students for advanced social work practice in clinical and community practice. Although the degree programs vary in their emphasis and levels of complexity, the school's curricula embody features that are systemic in their educational effects: The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for social services.

- The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society.
- The curriculum focuses on problem-solving and strength-enhancing experiences that involve the classroom and field experience.
- Excellent library and technology resources make social work students effective users of social science information.
- An exploration of educational procedures and arrangements optimizes effective training, including institutional self-study of the entire curriculum as well as the exploration of specific educational tools.

As part of the Indiana University School of Social Work, the IUN program is accredited by the Council on Social Work Education. The Council is the national body authorized to accredit the baccalaureate and graduate level social work programs in this country and to assure student exposure to a quality professional educational experience. The Council conducts its accrediting responsibilities through the Commission on Accreditation. After initial accreditation, all the programs must be reaccredited every eight years. For information on the Council on Social Work Education, including the national accredited program list, contact:

Council on Social Work Education
1725 Duke Street, Suite 500
Alexandria, Virginia 22314-3457

Telephone: (703) 683-8080
Website at http://www.cswe.org.

The School is a member of the International Association of Schools of Social Work. The School's administrators are active participants in the National Association of Deans and Directors of Schools of Social Work, the Association of Baccalaureate Social Work Program Directors and the Group for the Advancement of Doctoral Education, among others.

Indiana University School of Social Work Vision and Mission Statements

As an overall guide to its educational activities, the Indiana University School of Social Work holds the following as its mission and vision statements:

Guided by an authentic commitment to diversity, equity and inclusion, the Indiana University School of Social Work is nationally and internationally recognized for educating leaders of tomorrow through community-engaged practice, research and partnerships to positively impact individuals and society.

The Indiana University School of Social Work, across its multiple campuses and online communities, provides a rich array of quality, accessible and affordable educational opportunities to prepare graduates for practice and research in an increasingly diverse world. The School contributes to creating a fair, just, and equitable society by educating competent and ethical professionals to address complex social, environmental, and economic challenges on local, state, national and global levels. Establishing dynamic partnerships, the School enhances the health and wellbeing of individuals, families, groups, organizations and communities, leading innovative and translational solutions through community-engaged practice, advocacy, policy, research and service.

Policy on Non-Discrimination

Based on tradition of the social work profession, and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socio-economic status, marital status, national or ethnic origin, age, religion/creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as a strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, numerous service activities, including advocacy on behalf of the disadvantaged,

selection of field practicum sites, and School policies related to promotion and tenure of its faculty.

Educational Requirements

Students are admitted to the undergraduate (B.S.W.) and graduate (M.S.W.) programs on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the B.S.W. and M.S.W. program are expected to maintain the standards established by the School of Social Work and those held by the social work profession. In order to detect possible problems, the School of Social Work reviews students' performance periodically.

The Bachelor of Social Work and the Master of Social Work degrees are recommended by the school and conferred by the university. Undergraduate students must successfully complete 120 credit hours of general education and required social work courses. Graduate students must successfully complete 60 credit hours of required and elective courses carrying graduate credit. Each student is expected to follow the university and school schedules and dates for completion of requirements. Graduate students must complete all work within six calendar years from the time of first enrollment.

M.S.W. Academic Standard

For continuation in and graduation from the program, students are required to:

1. earn at least a "C" in each Social Work course;
2. maintain a minimum 3.0 cumulative GPA in Social Work courses;
3. have satisfactorily fulfilled any and all contracts for grades of Incomplete (see policy on Grades of Incomplete)
4. Earn a grade of "C" in S555 Practicum I and a grade of "Satisfactory" in S 651, Practicum II and S652, Practicum II.

B.S.W. Academic Requirements

For continuation in and graduation from the program, students are required to:

1. earn at least a "C" in each Social Work course;
2. maintain a minimum 2.5 cumulative GPA in Social Work courses;
3. maintain an overall cumulative grade point average of 2.5
4. have satisfactorily fulfilled any and all contracts for grades of Incomplete (see policy on Grades of Incomplete)
5. Earn a grade of "C" in S 481, Practicum I and S482, Practicum II.

Criminal Offense Disclosure and Sexual Offenders Policy

As part of the application process, students provide a disclosure statement regarding past criminal offences and driving infractions. Master and Bachelor of Social Work graduates are eligible to apply for legal licensure by the State of Indiana. While such disclosure does not pre-empt an admissions decision for either the B.S.W. or M.S.W. program, admitted students must realize that a criminal history and past driving infractions may impose limitations for students and professionals attempting to obtain field placements, employment in certain practice settings, and eligibility for licensure.

It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offences against children shall be eligible for admission or matriculation into the B.S.W., M.S.W. or Ph.D. programs. Any student who is already in an IUSSW program and whose name appears on the Registry during the time of matriculation, or has been convicted of an offense for which the student can be listed on the Registry, shall be ineligible for continuation or completion of the B.S. W. or M.S.W. degree. Any faculty member, student, field instructor, or other person within the school who becomes aware of such a situation should bring it to the attention of the respective program director for appropriate action. This policy and the right of appeal is discussed further in the section on Students' Rights and Responsibilities.

Liability Insurance Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's tuition fees.

Credit for Life Experience Academic credit for life experience and previous work experience is not given in whole or part towards the social work degree.

Bachelor of Social Work

General Information

The B.S.W. program was brought to the Indiana University Northwest campus in 2010 and graduated its first class in 2012.

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. degree equips the practitioner to work with people who are encountering challenges related to personal or social circumstances. In addition, qualified graduates may apply for advanced standing to the IU School of Social Work or other M.S.W. programs nationwide. Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, B.S.W. graduates of IU are eligible to apply for licensure by the state of Indiana. Upon successful completion of licensing requirements, the Indiana State Health Professions Bureau designates the B.S.W. graduate a Licensed Social Worker (L.S.W.).

B.S.W. Program Mission and Vision

In 2011, the School of Social Work B.S.W. Program reaffirmed its mission and vision. The educational mission of the Bachelor of Social Work program of Indiana University is to prepare students for generalist social work practice with vulnerable people in Indiana and beyond and prepare graduates as critical thinkers and lifelong learners, who reflect a global perspective, recognize strengths, enhance opportunities, create change, and contribute to the empowerment of the people they serve.

The B.S.W. Program's vision is to be a leader in preparing social workers for strengths-based generalist social work practice with vulnerable populations. As stated in the B.S.W. Student Handbook, the B.S.W. Program is

committed to high standards for educational delivery and achievement; the core values of the profession (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence); diversity among students, faculty, and staff; and, development, dissemination, and assessment of effective practices.

The B.S.W. degree is offered on the Indianapolis (IUPUI), Bloomington (IUB), Gary (IUN), Richmond (IUE), South Bend (SB) and Fort Wayne (IUFW) campuses. Students in the B.S.W. Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses.

For specific information regarding the B.S.W. Program at IU Northwest , contact

B.S.W. Program
Indiana University Northwest
3400 Broadway
Gary, IN 46408-1197
Telephone: (219) 980-7111

BSW Scholars Program (Title IV-E)

The Title IV-E Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E. The program provides training and financial support for seniors pursuing a career in protective services through the Indiana Department of Child Services. Students apply for this program in the junior year with the final selections made by the Department of Child Services. Students begin the program by enrolling in a required course in their junior year and begin their practicum within the Department of Child Services in the senior year.

Overview
Bachelor of Social Work (BSW)

The Student Learning Outcomes for the BSW degree program are derived from the Council on Social Work Education's (CSWE) competencies and specific practice behaviors required for professional social work practice at the Bachelor's level, as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008).

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

1. Students advocate for client access to the services of social work.
2. Students practice personal reflection and self-correction to assure continual professional development.
3. Students attend to professional roles and boundaries.
4. Students demonstrate professional demeanor in behavior, appearance, and communication.
5. Students engage in career-long learning.
6. Students use supervision and consultation.

Competency #2: Apply social work ethical principles to guide professional practice.

1. Students recognize and manage personal values in a way that allows professional values to guide practice.
2. Students make ethical decisions by applying standards of the National Association of Social Work Code of Ethics and, as applicable, of the International Federation of Students/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
3. Students tolerate ambiguity in resolving ethical conflicts.

Competency #3: Apply critical thinking to inform and communicate professional judgments.

1. Students apply strategies of ethical reasoning to arrive at principled decisions.
2. Students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
3. Students analyze models of assessment, prevention, intervention, and evaluation.
4. Students demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency #4: Engage diversity and difference in practice.

1. Students recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Students gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Students recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. Students view themselves as learners and engage those with whom they work as informants.

Competency #5: Advance human rights and social and economic justice.

1. Students understand the forms and mechanisms of oppression and discrimination.
2. Students advocate for human rights and social and economic justice.
3. Students engage in practices that advance social and economic justice.

Competency #6: Engage in research-informed practice and practice-informed research.

1. Students use practice experience to inform scientific inquiry.
2. Students use research evidence to inform practice.

Competency #7: Apply knowledge of human behavior and the social environment.

1. Students utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Students critique and apply knowledge to understand person and environment.

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.

1. Students analyze, formulate, and advocate for policies that advance social well-being.

2. Students collaborate with colleagues and clients for effective policy action.

Competency #9: Respond to contexts that shape practice.

1. Students continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
2. Students provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Competency #10(a): Engage with individuals, families, groups, organizations and communities.

1. Students substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Students use empathy and other interpersonal skills.
3. Students develop a mutually agreed-on focus of work and desired outcomes.

Competency #10(b): Assess with individuals, families, groups, organizations and communities.

1. Students collect, organize, and interpret client data.
2. Students assess client strengths and limitations.
3. Students develop mutually agreed-on intervention goals and objectives.

Competency #10(c): Intervene with individuals, families, groups, organizations and communities.

1. Students select appropriate intervention strategies.
2. Students initiate actions to achieve organizational goals.
3. Students implement prevention interventions that enhance client capacities.
4. Students help clients resolve problems.
5. Students negotiate, mediate, and advocate for clients.

Competency #10(d): Evaluate with individuals, families, groups, organizations and communities.

1. Students facilitate transitions and endings.
2. Students critically analyze, monitor, and evaluate interventions.

Bachelor of Social Work Admission

Admission Requirements

Enrollment in the B.S.W. program requires formal admission to the School of Social Work. The following are the minimum requirements for admission consideration:

- Regular admission to the university.
- Completion of a minimum of 12 credit hours. Although advanced students may also apply.
- Satisfactory completion (grade of C or higher) of the required course S141 Introduction to Social Work.
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
- Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in S141 Introduction to Social Work.

While the B.S.W. Program uses a rolling admissions policy, applicants, to ensure a timely review of their applications, should submit completed applications in the fall by November 1 and in the spring by the Monday after Spring break. IU Northwest students generally apply at the end of their sophomore year, but can do so later in their academic career. Community college transfer students generally apply at the point of transfer or after completing their first semester at IU Northwest. The formal admission process is electronic. The electronic application can be accessed at: http://socialwork.iu.edu/Apply-to-BSW/. Admission information may be obtained from:

Dr. Marshelia Harris
B.S.W. Program Director
Indiana University Northwest
Telephone: (219) 980-5630
Email: mdharris@iu.edu

Transfer Students Students transferring from another four year accredited academic institution or a community college into Indiana University have their transcripts evaluated by the University Admissions office in relation to their progress toward meeting general education and supportive area degree requirements. In most instances, the University Admissions office assessment is accepted in relation to general and supportive area course requirements.

All social work courses beyond the introductory level must be taken in an accredited social work program. Transfer courses taken at another accredited B.S.W. program must also meet Indiana University's academic standards (an earned letter grade of "C" or better), and be judged as equivalent to the School of Social Work's required social work courses by the campus Program Director on the campus where students are applying for admission.

Ivy Tech Transfer Students

The Indiana University School of Social Work welcomes students who are transferring from Ivy Tech community college campuses. Ivy Tech students, who have earned the associates degree in human services, are prepared to complete the four-year B.S.W. degree at the Indiana University School of Social Work.

Students currently enrolled at Ivy Tech are encouraged to plan ahead prior to transferring to an IUSSW B.S.W. program by calling or meeting with the campus Program Director. Early planning can ensure a smoother transfer process.

Bachelor of Social Work Curriculum

Educational Requirements

A minimum of 120 credit hours is required for the B.S.W. degree. In addition to social work courses and electives, the following outlines the general liberal arts requirements. Of these, 52 credit hours are social works courses and 36-38 credit hours are devoted to supportive liberal arts courses.

The BSW degree requirements are broken into three areas: general education, support courses, and required social work courses. General education courses requirements vary by campus. Students enrolled at the IU Northwest campus must meet the campus's general

education requirements. The B.S.W. Program also has basic educational support course requirements and required social work courses:

Program Support Courses

- Writing in Professional Social Work (SWK-S204)
- Modern American History Course (HIST-H 106)
- Human Biological Science Course (BIOL-L100, BIOL-L104, or PHSL-P130)
- American Government Course (POLS-Y103)
- Introductory Psychology Course (PSY-P101)
- 300-level Psychology or Sociology Course or a Social Work elective course
- Principles of Sociology (SOC-S161)

Social Work Course Requirements (15 courses)

S102 Understanding Diversity in a Pluralistic Society (3 cr.)
S141 Introduction to Social Work (3 cr.)
S221 Growth and Human Development in the Social Environment (3 cr.)
S251 History and Analysis of Social Welfare Policy (3 cr.)
S322 Small Group Theory and Practice (3 cr.)
S331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
S332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
S371 Social Work Research (3 cr.)
S423 Organizational Theory and Practice (3 cr.)
S433 Community Behavior and Practice (3 cr.)
S442 Practice-Policy Seminar in Fields of Practice (3 cr.)
S472 Social Work Practice Evaluation (3 cr.)
S481 Social Work Practicum I (6 cr.)
S482 Social Work Practicum II (7 cr.)

Academic Standards

For continuance in and graduation from the program, students are required to: (1) maintain a minimum cumulative GPA of 2.5 in all letter-graded courses, (2) attain a minimum grade of C (2.0) or satisfactory in each required social work course, (3) maintaining a minimum GPA of 2.5 in all required social work courses, and (4) carry out professional activity in conformity with the values and ethics of the profession.

In the event of failure to meet such requirements, students will be ineligible to continue in the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning for the future, including the right to petition for administrative review. Detailed descriptions of student continuation policies are in the *B.S.W. Student Handbook.*

Repeated Courses

Required social work courses may be repeated only after the student is reinstated in the program with permission.

Incompletes

Instructors at Indiana University School of Social Work follow closely the university policy regarding the assignment of grades of Incomplete (I). An Incomplete may be assigned by an instructor when exceptional circumstances, such as an illness, injury, or a family emergency, prevent a student from finishing all the work required for the course. Instructors may award the grade of Incomplete only when such hardship would render it unjust to hold the student to the time limits previously set. Furthermore, the grade of Incomplete may be given only when the student has completed three-fourths of the semester with course work of passing quality.

The instructor, on a case-by-case basis, evaluates incompletes. The grade of Incomplete (I) will be changed to a grade by the instructor of record, based upon the contract devised by the course instructor and approved by the B.S.W. Program Director.

If the terms of the Incomplete contract are not met by the student, the instructor will assign the original grade.

Pass/Fail Grades

A maximum of four pass/fail courses may be applied to the B.S.W. degree. All general education, supportive area requirements, and required social work courses need a letter grade.

TSAP in Social Work - BSW

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss oc credit hours.

For more information on the TSAP in Social Work see Single Articulation Pathways - Indiana University Northwest.

Master of Social Work

General Information

The M.S.W. program was brought to the Indiana University Northwest campus in 1996 and graduated its first class in 2000. Graduates of the Division of Social Work move into a broad variety of social service settings. These include those concerned with aging, family and child welfare, corrections, mental and physical health, communities, political change and analysis, and school adjustment. In anticipation of such professional activities, the school provides field instruction placements throughout northwest Indiana where students engage in services to individuals, groups, families, and communities or function in planning and management roles.

The general goal of the graduate program is preparation for advanced social work practice. In addition to generalist knowledge and skills, the programs provide an opportunity for development of special competence in school social work, mental health and addictions, and health. Educational resources for students in the program include a substantial library, and diversified field instruction settings.

M.S.W Program Mission and Goals

In 2012 the faculty adopted a revised mission for the Master of Social Work program to further reflect the purpose and values of the profession. *The mission of the Indiana University School of Social Work MSW program is to educate students to be prepared for practice with specialized expertise that includes advocating for social, racial, and economic justice, to be critically thinking, research informed, continuously learning, ethical, and competent social workers at rural, urban and global levels.*

The Master of Social Work program goals are to:

- Educate students to be effective and knowledgeable professionals prepared for advanced social work practice.
- Build upon a liberal arts perspective to prepare students to continue their professional growth and development through a lifetime of learning, scholarship, and service.
- Educate students to understand and apply the fundamental values and ethics of the social work profession in their practice.
- Prepare students for social work practice with diverse populations and with client systems of all sizes.
- Educate students about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
- Engage in scholarly activity including the discovery, integration, application, dissemination, and evaluation of knowledge for practice.
- Promote and advocate for social and economic justice.

Part Time Evening Program The part time evening program at Indiana University Northwest enables student to complete the foundation curriculum (the first 31 credit hours of the program) over two calendar years. Following the first 31 hours of the foundation and practice area curriculum (all concentration courses except for S618 and S623/624), students enter into one of six practice areas. Options for practice areas on the IU Northwest campus include: Health; Mental Health and Addictions; and School Social Work. Students begin the program in late August. Subsequent classes and field practica are held during the week (usually Monday through Thursday or online). Part time evening students are also required to complete the curriculum (the final 29 credit hours of the program) over the course of the third calendar year, although students may elect to extend course work and internships up to four years.

Advanced Standing Program Students holding undergraduate social work degrees may be eligible for this program, which begins during the Fall semester. The following are specific requirements for consideration for admission to the advanced standing program:

- Graduation within ten years from a baccalaureate social work program accredited by the Council on Social Work Education.
- A cumulative grade point average of at least 3.0 on a 4.0 scale.
- A cumulative grade point average of at least 3.0 in all social work courses taken prior to admissions committee action. Accordingly, applicants to the advanced standing program must provide the admissions committee with an official transcript. Senior B.S.W. students must provide a transcript including the fall semester grades of their senior year.
- Evidence of characteristics and/or potential required for competent social work practice as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, and/or pertinent work or volunteer experience.
- BSW seniors enrolled in the IU School of Social Work qualify for the fast track admissions process provided they have a 3.25 GPA and a reference from their campus BSW Program Director.

Indiana Partnership for Social Work Education in Child Welfare (Title IV-E)
The Title IV-E Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E, and enables students to complete the Foundation Curriculum (the first 21 credit hours of the program) the first academic year. Eligibility for the Title IV-E program is limited to current employees of the Indiana Department of Child Services. Classroom courses are offered on weekday evenings. Students begin the program by enrolling in their first courses during the fall semester.

Master of Social Work Admission

Professional social work education requires students at the master's level to undertake a rigorous program of classroom and field study. The Indiana University School of Social Work seeks to admit individuals who have demonstrated competency though previous academic work, professional achievements, and volunteer commitments. A strong commitment to social justice and service to others should be evident in the application. The school also seeks to provide an ethnically and culturally diversified student body.

Admission information for the Indiana University Northwest M.S.W. program may be obtained from:

Dr. Mark Thomas, Interim Director
Indiana University Northwest
Phone: (219) 980-7111

Web site: socialwork.iu.edu

Enrollment in the M.S.W. program requires official admission to the Indiana University School of Social Work. A limited number of students are admitted each year.

The following criteria are considered when making admissions decisions:

- Evidence of an earned bachelor’s degree from a regionally accredited college or university.
- An undergraduate record that reflects a liberal arts perspective as demonstrated by the successful completion of a minimum of six courses in social or behavioral sciences. Courses from the following disciplines are accepted: social work, psychology, sociology, anthropology, economics, history, human services, political science, government, criminal justice, and/or languages.
    - Note: Other social or behavioral sciences courses outside of the listed disciplines may be accepted.
- An undergraduate record that reflects successful completion of a college-level math course or equivalent.
- Critical thinking skills and the ability to communicate effectively in writing, as reflected in the application questions and required writing sample and statement.
- Evidence of personal qualities considered important for social work practice.

- It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or continuation into the BSW, MSW or Ph.D. programs.

Note: The Graduate Record Exam (GRE), the Miller's Analogy Test (MAT), and other graduate tests are not required.

Applications are available in early fall of the year preceding admission. The application process is electronic. Information pertaining to the deadlines, requirements, and program details can be found in the online application at http://socialwork.iu.edu/Admission/MSW/Index.php. All applicants are encouraged to submit applications as soon as possible and before the final application priority date. The M.S.W. admissions committee will make all decisions and notify students beginning in early spring. Applications are evaluated on the basis of the criteria outlined above. Admission is competitive and the instructional resources of the school determine total enrollment.

International Students/International Degrees

Applicants who are not citizens of the United States should apply as early as possible preceding the fall in which they wish to enter. They must fill out the international application and the Indiana University School of Social Work application by the posted deadlines. They also must provide proof of their ability to pay fees and support themselves adequately during the period of their study and, through examinations designated by the school, must demonstrate an ability to comprehend, write, and speak English at an acceptable level.

International students or any person holding a degree obtained outside of the United States should request an international application from the following address:

International Affairs
IUPUI
902 W. New York Street, ES2126
Indianapolis, IN 46202-5154
Telephone: (317) 274-7000
E-mail: oia@iupui.edu

Transfer Students

A limited number of transfer students from other accredited M.S.W. programs may be accepted each year. Master of Social Work students interested in transferring to Indiana University must complete an application for admission to the program. Applicants must submit a reference letter from the previous MSW program director stating that the student left the program in good standing and verifying the student's competence in the field of social work. Upon receipt of the completed application, the division director will review the materials and decide if the applicant may be accepted in the program. If accepted, the division director will analyze the student's transcript and course syllabi to determine which credits earned in another accredited social work program will transfer to Indiana University. In all circumstances, however, transfer students must complete all required courses in the concentration and theiir chosen focus area.

Academic Regulations and Policies

Phi Alpha National Social Work Honor Society

The purpose of Phi Alpha National Social Work Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Information on selection processes is available from the Director of the School of Social Work on the IU Northwest Campus.

Students' Rights and Responsibilities

IUSSW students in social work programs have a right to participate in decision-making activities about the school. Students regularly contribute to the continued development and growth of our programs. Indeed, the school values students' input in several critical areas: faculty and course evaluations, school committee work, student field placements and others.

All students enrolled at the School of Social Work have an opportunity each semester to evaluate their courses and instructors. At the end of each course, students are electronically sent standardized faculty evaluation forms to complete. These evaluations are confidential, and the results are computer generated. The evaluations are returned to the faculty to use for strengthening content, teaching, and learning methods to improve instruction.

Through their elected and/or volunteer representatives, students provide input to and learn from B.S.W. and M.S.W. program committees and various others that might be convened throughout the year. Student representatives are viewed as valuable members of these committees.

Each student has the opportunity to have input into the selection of his or her field practicum assignments. The field practicum coordinator works closely with students to negotiate suitable placements.

Students have the right to provide feedback about school policies and procedures as well as the behavior of faculty and staff members. In providing either positive or critical feedback, students are expected to follow professional social work norms, values, and ethics. For example, students, who believe that a faculty or staff member's behavior is discourteous or ineffective, should discuss the concern directly with the person or people in question. Students, who have reason to believe addressing the person directly would place them in some jeopardy, should register the concern with the director of the program, who will address and respond to the issue.

Students, who believe that they have been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, may submit in writing a formal grievance petition to the dean of the College of Health and Human Services. Grievance petitions are reserved for those issues or incidences that warrant formal investigation and full exploration. Such petitions should be submitted in a professional manner, consistent with social work norms, values, and ethics.

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint

procedures available in the Indiana University *Code of Student Rights, Responsibilities, and Conduct*.

Academic and Scholarly Guidelines

Students admitted to the Indiana University School of Social Work have already demonstrated potential for superior academic work. Most students are therefore very familiar and comfortable with high academic and scholarly standards. Obviously, students are expected to attend face-to-face, online, classroom and practicum course meetings. Regular attendance is viewed as the responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics, and skills of the profession, and those of the Student Code of Conduct.

In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-spaced format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings, and other restatements of the research, scholarship, or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out in the most recent edition of the *Publication Manual of the American Psychological Association (APA)*. The APA manual serves as the guide for style and format of all papers submitted in the School of Social Work.

Social work graduates require well-developed and refined communication skills, including the use of the written word. Writing well helps graduates communicate information accurately and concisely. For this reason, formal writing assignments in social work courses are evaluated on the basis of both the quality of the scholarly content and the quality of its presentation.

Electronic Communication

Students are expected to follow appropriate e-mail etiquette when communicating with faculty, staff, and peers. Correct grammar is expected at all times. Inappropriate use of e-mail will be grounds for student review. For specific guidelines, please visit informationpolicy.iu.edu/policies/.

Academic Misconduct

Indiana University School of Social Work and/or the university may discipline a student for academic misconduct defined as any activity that tends to compromise the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to, the following:

1. Cheating

a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
b. A student must not use another person as a substitute in the taking of an examination or quiz.
c. A student must not steal examinations or other course materials.
d. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
e. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's own individual work.
f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
h. A student must not alter a grade or score in any way.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:
a. Quotes another person's actual words, either oral or written
b. Paraphrases another person's words, either oral or written
c. Uses another person's idea, opinion, or theory
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge

4. Interference a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. Violation of Course Rules

A student must not violate course rules as contained in a course syllabus or other information provided to the student.

6. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

Professional Requirements

Students are expected to behave in a manner consistent with the *Indiana University Code of Student Rights, Responsibilities, and Conduct Handbook*, the *Code of Ethics of the National Association of Social Workers,* and other professional guidelines established in the B.S.W. and M.S.W. Handbooks.

Criminal Offense Disclosure and Sexual Offenders Policy

As part of the application process, students provide a disclosure statement regarding past criminal offences and driving infractions. Master and Bachelor of Social Work graduates are eligible to apply for legal licensure by the State of Indiana. While such disclosures does not pre-empt an admissions decision for either the B.S.W. or M.S.W. program, admitted students must realize that a criminal history and past driving infractions may impose limitations for students and professionals attempting to obtain field placements, employment in certain practice settings, and eligibility for licensure.
It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offences against children shall be eligible for admission or matriculation into the B.S.W., M.S.W. or Ph.D. programs.
Any student who is already in an IUSSW program and whose name appears on the Registry during the time of matriculation, or has been convicted of an offense for which the student can be listed on the Registry, shall be ineligible for continuation or completion of the B.S.W. or M.S.W. degree. Any faculty member, student, field instructor, or other person within the school who becomes aware of such a situation should bring it to the attention of the respective program director for appropriate action. This policy and the right of appeal is discussed further in the section on Students' Rights and Responsibilities.

Master of Social Work Curriculum

Social work is a dynamic profession concerned with the changing needs of people and society. To respond to such needs, the curriculum of the School of Social Work undergoes continuing review by the faculty with the participation of members of the practice community, and others. Students must complete 60 credit hours of graduate-level course work in order to meet the minimum requirements for the Master of Social Work degree. The MSW curriculum includes three distinct levels through which students progress toward the advanced degree in social work. All students complete a common foundation and concentration curriculum that emphasizes a generalist perspective for social work practice. The Foundation Curriculum includes a one-semester practicum of a minimum of 320 clock hours.

Following that, students complete the MSW program's Concentration Curriculum in Clinical and Community Practice that prepares them for advanced social work practice within one of three practice areas: health, mental health and addictions, or school social work. The Concentration Practicum of a minimum of 640 clock hours is usually completed over the two final semesters. All Foundation Curriculum course work must be completed before students are eligible to enroll in any required courses in the Concentration Curriculum.

The overall objectives/outcomes of the Foundation and Concentration Curricula of the M.S.W program include development of:

1. Basic, generalist competence applicable to a broad range of social work practice;
2. Basic competence at all levels: individual, family, groups, communities, and organizations;
3. Basic competence for practice in social service delivery systems

Foundation Curriculum (21 cr.)

- S502 Research I (3 CR)
- S505 Social Policy Analysis and Practice (3 CR)
- S506 Introduction to the Social Work Profession (1 CR)
- S507 Diversity, Human Rights, and Social Justice (3 CR)
- S508 Generalist Theory & Practice (3 CR)
- S509 Social Work Practice with Organizations, Communities, and Societies (3 CR)
- S555 A field practicum course of 320 hours (3 CR)

Clinical and Community Practice Concentration (27 cr.)

The second level of preparation is the Clinical and Community Practice concentration curriculum which includes 6 courses plus the concentration practicum:

- SWK-S 517 Assessment in Mental Health and Addictions (3 credits)
- SWK-S 518 Clinical Social Work Theory & Practice (3 credits)
- SWK-S 519 Community & Global Theory & Practice (3 credits)
- SWK-S 661 Executive Leadership Practice (3 credits)
- SWK-S 618 Social Policy and Services (3 credits)
- SWK-S 623 Practice Evaluation (3 credits)
- SWK-S 651 Social Work Practicum II (4 credits)
- SWK-S 652 Social Work Practicum III (5 credits)

Focus Area Curriculum (12cr.)

The third level of preparation consists of courses in the student's selected focus area:

Health Focus Area

Students, who elect to practice in the health arena, apply the knowledge and skills of advanced social work practice to build and work effectively with interprofessional teams that include physicians, nurses, dentists, psychiatrists and other health care professionals. They learn the medical terminology to conduct bio-psycho-social assessments based on myriad disease entities and patient dynamics. As social workers, they understand how healthcare is financed in the United States, analyze how financial resources for healthcare affect individual patient care, and advocate for change that improves access for all individuals regardless of race, ethnicity, gender, age, sexual orientation or other factors.

- SWK-S 692 Health Care Practice I (3 credits)
- SWK-S 693 Health Care Practice II (3 credits)
- SWK-S 696 Loss Grief, Death & Bereavement (3 credits)
- 3 credit hours of another 600-level elective course - SWK-S 687 Mental Health and Addictions Practice with Groups recommended

Mental Health and Addictions Focus Area

Students in the MH&A focus area assess mental health and addictions issues from person-in-environment, consumer focused, strengths-based, recovery-oriented, and other relevant perspectives. They formulate intervention, prevention, or support and maintenance

plans collaboratively with clients. They prepare to serve as case managers, counselors, clinicians, and advocates for and with mental health and addictions consumers. Also, they are able to seek, discover, and evaluate relevant research studies and apply findings in evidence-based social work practice. Within the context of their practice, they conduct empirical evaluations of the effectiveness of interventions and services.

- SWK-S 683 Community-Based Practice in Mental Health / Addictions (3 credits)
- SWK-S 685 Mental Health and Addictions Practice with Individuals and Families (3 credits)
- SWK-S 686 Social Work Practice: Addictions (3 credits)
- SWK-S 687 Mental Health and Addictions Practice with Groups (3 credits)

School Social Work Focus Area

Social workers in school systems function in an environment where the primary purpose is education and socialization. When primary and secondary school students exhibit behaviors and problems that impede their academic and social progress, they may benefit from interventions that social workers are prepared to deliver. The commitment to utilizing social workers in school settings ebbs and flows, often dictated by fiscal resources for education in general. Nonetheless, preparation of students to enter this field of practice remains a priority for the School of Social Work. Students who enter this field are prepared with clinical skills for working with children and adolescents and their families; with team-building skills for working with school administrators and teachers; and, community skills to garner the resources necessary for to promote a safe, secure environment for those served in the school system.

- SWK-S 616 Social Work Practice in Schools(3 credits)
- SWK-S 613 Specialized Instruction & Support Services for Diverse Student Populations (3 credits)
- SWK-S 614 School Social Work Practice with Children, Adolescents and Families (3 credits)
- 3 credit hours of another 600-level elective course - SWK-S 687 Mental Health and Addictions Practice with Groups recommended.

School of Business and Economics

Administrative Officers

Cynthia Roberts, Ph.D., *Dean*

Micah Pollak, Ph.D., *Associate Dean*

Helen Marie Harmon, M.A.L.S., D*irector of Student Success and Career Development*
Symphony Raudry, M.B.A., *Coordinator of Graduate Programs*

Phone: (219) 980-6552
Web site: https://northwest.iu.edu/business/

Overview

Background

The Indiana University Northwest School of Business & Economics provides a premier business education to the Northwest Indiana community through AACSB International accredited undergraduate & graduate programs emphasizing our distinctive competencies in teamwork and leadership. This education integrates diversity, global business and the application of technology throughout the curriculum.

- We are a diverse body of faculty, staff and students and we support individual differences. We prepare our graduates for successful careers and to serve as responsible and socially conscious leaders.
- Our faculty are committed to student success, placing equal emphasis on teaching, research, and engagement. We conduct and share research that is basic, applied, or pedagogic, while focused on making societal impact.
- Our faculty and students enhance the quality of life of the region by engaging in mutually beneficial collaborations with community organizations to create a lasting societal impact by promoting economic and professional development, encouraging sustainable practices, and fostering social justice.

Accreditation

The IU Northwest School of Business and Economics provides the highest quality business education to students in Northwest Indiana. The school is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) which is the premier accreditation body for schools of business. Accreditation is based upon the qualifications of the faculty, the success of the school in meeting its mission, and the assurance of student learning. Only 15% of business schools domestically and less than 5% of business schools internationally earn this prestigious certification of quality. Because of its AACSB International accreditation, the School offers its high achieving students membership in Beta Gamma Sigma, the International Business Honor Society. The School earned Initial Accreditation in 2004 and has maintained accreditation since then

Instructional Programs

The School of Business and Economics at IU Northwest offers multiple undergraduate degree programs. These programs include the Bachelor of Science in Business (BSB) featuring four concentrations in Business Administration, Accounting, Financial Economics, and Digital Marketing and Graphic Design; the online Chancellors' Bachelor of Science in Business Administration (BSBA) with concentrations in Accounting, Finance, Economics, and Marketing, the online Chancellors' Bachelor of Science in Accounting (BSA), the Master of Business Administration (MBA), and the online Chancellors' Master of Science in Management (MSM) with tracks in General Management and Human Resources The school also offers a Graduate Certificate in Management and a Postbaccalaureate Certificate in Accounting.

Course offerings are flexible, many are available in hybrid or online formats.

Shared Values and Standards of Professional Conduct

The School of Business and Economics functions as both a learning environment and an academic community with the central functions of learning, teaching, community engagement, and scholarship characterized by reasoned discourse, intellectual honesty, authenticity, and mutual respect. The School of Business and Economics supports *The Shared Values* of Indiana University Northwest. To that end, we expect all members of the School, students, faculty and staff to:

- Behave courteously to one another in all oral and written interactions and to be considerate in their treatment towards each other.
- Show tolerance and respect for diversity in all its dimensions and promote an inclusive community in which all individuals are respected and supported. This includes the understanding that there may be viewpoints, ideas, and opinions that differ from theirs and it's acceptable to agree to disagree.
- Value growth and transformation, inspiration and achievement to ensure all students have the opportunity to reach their highest potential in an environment conducive to learning.
- Honor the confidentiality and privacy of others.
- Respect University property, as well as the physical and intellectual property of all others, when engaged in university-related activities.
- Refrain from harming others.
- Represent the School of Business and Economics in a positive manner with integrity, trustworthiness, honesty, and professional demeanor.

Governing Codes and Procedures

The rights, responsibilities, and conduct of students are defined and regulated by the *Indiana University Code of Student Rights, Responsibilities, and Conduct.*

Faculty and professional staff in the School of Business and Economics follow all specific guidelines set forth in *Indiana University Policies* on Conduct, Rights & Ethics, including, but not limited to, *Academic Appointee Responsibilities and Conduct (ACA 33).*

Contact Information

School of Business and Economics IU Northwest
Dunes Medical / Professional Building, Room 1103 210 W. 35th Ave.
Gary, IN 46408
(219) 980-6552

Contact the School of Business and Economics at iunbiz@iu.edu for additional contact information.

Centers & Institutes

Assessment Center

The School of Business and Economics is proud to offer our students the opportunity to participate in the Award-winning Assessment Center. The Center fulfills two primary objectives. The first objective is to assure that our students have gained the necessary core business knowledge, skills, and abilities to be successful in their chosen field. It also serves as a monitor to ensure that our curriculum is effective and relevant.

Secondly, the Center provides an opportunity for students to develop professional skills that are highly sought after by employers such as critical thinking, leadership, teamwork, and ethics. Students experience the Assessment Center as part of their coursework as freshmen and then again as seniors. They experience challenging work-related simulated problems that they must resolve. The performance of each student is evaluated by a team of professional evaluators and an individualized report is given to each one, highlighting strengths as well as opportunities for development. As students work through curriculum, there are several experiences embedded in the coursework that helps them improve their skills.

Center for Economic Education and Research

The award-winning Center for Economic Education & Research has been Northwest Indiana's leader in economic education and financial literacy for more than 30 years. The center is accredited nationally by the Council for Economic Education (CEE) and at the state level by the Indiana Council for Economic Education (ICEE). The Center facilitates and supports activities that promote economic education, provide economic expertise and support, and encourage regional economic research

in Northwest Indiana. The mission of the Center for Economic Education & Research (CEER) is to:

- Provide educational programs and workshops that promote economic and financial literacy in affiliation with the Indiana Council for Economic Education and the National Council on Economic Education.
- Develop and maintain economic resources, provide economic expertise, and facilitate and support economic activities in the local community.
- Encourage student-faculty research and mutually-beneficial collaborations with local organizations and community members that support the campus' Teacher-Scholar ideal and prepares students to participate in the economic development of Northwest Indiana and beyond.

Center for Professional Development

The Center for Professional Development provides customized, executive development and consulting services to various organizations. We partner with the business, government, and not-for-profit communities to develop and promote effective organizations. The center is committed to providing dependable, high- quality, cost-effective services. We draw upon the full resources of IU Northwest to meet the needs of a number of clients located throughout the United States.

We provide four distinct kinds of services. The first includes a wide variety of training activities that fall within two broad categories: management development and workforce development. The second encompasses a number of consultation services. Some of these services are developmental in nature (e.g., total quality management, human resources, project management, etc.). Others consist of more discrete packages of services (e.g., quality assurance, performance monitoring, process control, survey work, focus groups, etc.). Our third broad category of activity includes facilitation and mediation services. Finally, the Center for Professional Development contracts with firms to perform certain kinds of project work (e.g., the development of job descriptions and compensation systems, job search, etc.).

If you would like additional information, call the Center for Professional Development at (219) 981-4257.

Small Business Academy

The Small Business Academy provides training in business concepts and management geared specifically to entrepreneurs and small business owners, as well as access to other helpful resources. The information is ideal for people interested in launching or expanding their own business. Call (219) 980-6910 for more information. Instructional videos can be found by accessing the YouTube Channel Small Business Academy @IU Northwest. In addition, the Red Hawk Entrepreneurship Center is a space within the School where students can access a variety of resources to help them start or grow their business.

Small Business Institute

The Small Business Institute (SBI) is a program in the School of Business and Economics of IU Northwest. This program provides confidential, intensive, high- quality consulting services to small businesses in northwest Indiana. These services are provided by high-caliber seniors in the undergraduate business program of the university under the direct supervision of a faculty member. The seniors are formed into teams of three to five people and assigned to a small business for a semester. While assigned to the business, the team does an industry and competitive analysis for the firm, a financial overview of the firm, and then tackles one or more problems specific to the firm.

IU Northwest is proud to be a member of this elite group of schools that have been carefully approved to manage an SBI program by the Small Business Institute Directors Association.

Nelson Trading Floor

Our senior students have access to an actual investment fund that they manage. Utilizing the Trading Floor resources, they are able to gain analytical skills as well as business acumen. During this semester long course, they research the performance of a variety of companies, and present to the Advisory Board, their recommendations for investment. The actual stocks are purchased and earnings over and above the baseline are transferred to a scholarship fund at the end of each academic year.

Distinctions & Opportunities

The School of Business and Economics identifies students graduating with the Bachelor of Science in Business with three levels of academic distinction: highest distinction, high distinction, and distinction. The minimum cumulative GPA to receive degrees with distinction are highest distinction, a minimum GPA of 3.85; high distinction, a minimum GPA of 3.70; Distinction, a minimum GPA of 3.55. No more than 10 percent of the students receiving the Bachelor of Science in Business in any academic year may receive a degree with distinction. Graduates receiving degrees with distinction have the appropriate level of distinction noted on their diplomas and in the Commencement program; these graduates may wear the cream and crimson cord at Commencement. Graduate students do not qualify for the various levels of distinction.

Guidance & Counseling Services

Students in the School of Business and Economics 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.

An important portion of faculty time is devoted to assisting students in making proper program and career choices. Degree candidates will be assigned a professional advisor in their field of major interest who will aid their program planning, follow their progress, and be available for general counseling. Students may, in addition, turn to a member of the faculty specializing in the curricular area in which they are taking course work or contemplating study.

The professional staff are available to meet any student, whether on a day or evening schedule. The office maintains a complete record of each student's accomplishments and progress to aid students in reaching their goals most effectively.

Scholarships & Awards

Students in the School of Business and Economics are eligible for awards and scholarships including the following: Lloyd Buckwell Scholarship; Albert and Margaret Gallagher Scholarship; Strack Family Scholarship; Wanda Dudzik Scholarship; Geroge Uzelac Scholarship; Larry Nelson Business Scholarship; Orescanin Memorial Scholarship; Cuthbert Scott III Scholarship; Lynch, Reilly and Rutledge Scholarship; Singer Memorial Scholarship; Shirley Whitesell Scholarship; Ziza Scholarship; and School of Business and Economics Scholarship.

The Office of Financial Aid and Scholarships has more information about these scholarships and others on their website.

STARS Peer Mentoring Program

Our STARS (Students Together Achieving & Reaching Success) Peer Mentoring Program currently serves first-year, first-generation students (Mentees) by providing them with purposeful connections, motivational encouragement, academic support and resources, and a comfortable environment for them to ask questions, seek guidance, and share their successes. The Program also welcomes any beginning undergraduate student who reaches out for such assistance and peer support because he or she may have little to no support resources (or peer relationships) either on or off campus. Additionally, the STARS Peer Mentoring Experience Program enhances the communication, leadership and managerial skills of the continuing (upper level) business students who serve as the Mentors in the program, selected because of either high academic caliber or demonstration of resiliency by overcoming previous obstacles. Students interested in the STARS Program, should contact the Director of Student Success & Career Development for more details.

Student Organizations

The faculty of the School of Business and Economics recognize the importance of participation in extracurricular activities to academic success. To that end, a number or student organization exist at IU Northwest, and several are within the School of Business and Economics. It is recommended that students take advantage of the

opportunities available in order to deepen their knowledge in a particular subspecialty, develop a professional network, enhance teamwork and leadership skills, or strengthen career opportunities.

Student Chapter of the Institute of Management Accountants

Our student chapter of IMA® (Institute of Management Accountants) facilitates connections between business and accounting students and alumni, faculty, and professionals in the field. The IMA is the worldwide association of accountants and financial professionals in business. The focus is on working professionals and students who want financial careers. Benefits include promoting CMA and CSCA certified professionals, education promoting digital badges, continuing education, exploring advances in the financial field, student edge programs, leadership opportunities, networking, and job internships.

American Marketing Association (AMA) Student Chapter

The mission of the IU Northwest AMA chapter is to provide students with valuable professional development opportunities to connect with knowledgeable businesspersons and resources in the field of marketing as well as gain experience in business operations, leadership and teamwork, and business communications in the hopes of laying the track for a promising career trajectory. We value honesty, work, ethics, ambitions, professionalism, and care of community. Membership is open to all.

Society for Human Resources Management (SHRM) Student Chapter

The mission of the SHRM chapter is to provide students with the opportunity to gain knowledge and insight into the effective management of human capital in the field of Human Resource Management through affiliation with the Northwest Indiana SHRM and the SHRM organization. Membership is open to all.

Beta Gamma Sigma (BGS)

Membership in Beta Gamma Sigma is the highest recognition a business student can receive in a baccalaureate or graduate program at a school accredited by AACSB. To be eligible for membership, undergraduate students must have an academic ranking placing them in the upper 10 percent of the junior or senior class. Graduate students must be placed within the upper 20 percent of the graduating class.

Dean's Leadership Council

The Dean's Leadership Council consists of members who have been inducted into Beta Gamma Sigma as well as those who hold leadership positions in School organizations who are interested in further developing their leadership capability. The group meets monthly with the Dean to further explore topics related to leadership, serve as sounding board for various initiatives as well as each other, represent the student body to various groups such as advisory boards, and provide input into program improvement.

Red Hawk Enterprise

The RedHawk Enterprise is a student-run retail outlet that sells snacks and drinks from around the world. It is a project of the RedHawk Entrepreneurial Club and students are responsible for all aspects of the business from analyzing product mix, pricing and marketing to inventory control, e-commerce, accounting, and staffing. All store profits go to a scholarship fund for business students.

African American Community Advancement Program (AACAP)

This organization was designed to focus on the African American community of students, professionals, alumni, and community leaders interested in business, entrepreneurship, and/or economic development with support and promotion of personal success and advancement, as well as engagement with the Northwest Indiana business community and beyond. With mentoring as an anchor, it will include traditional and non-traditional approaches to supporting students and engaging the community.

Latinx Community Advancement Program (LaCAP)

LaCAP unites, supports, and guides Latinx students and the surrounding community, to navigate their educational journey and to develop professionally based on shared cultural values. The group aims to provide a space for all students and community members with a shared interest in all things business. This helps one succeed professionally through relevant speaker-series, workshops, social, and networking events in a manner that nurtures culture and to facilitate connections between students, faculty, programs, and resources, creating awareness of advocates for success.

Women in Business (WIB)

The Women in Business club works to provide the opportunities and resources for students to network and learn about navigating professionalism as women in the workforce. The purpose of the club is to provide a platform for young professional interested in business for fostering personal and professional development, promoting leadership and entrepreneurship, creating a supportive network of like-minded individuals, and contributing to the community through philanthropic activities. Membership is open to all students enrolled at Indiana University Northwest, regardless of major.

Undergraduate Programs

Undergraduate studies provide opportunities for breadth of education as well as for specialization. IU Northwest subscribes to the principle that a significant portion of a student's academic program should be in general education subjects. The general education aspects of the program are then complemented by study in the basic areas of business administration, with distinctive focus on leadership and teamwork. In addition, all undergraduate study programs include courses that ensure a basic understanding of management principles and practices in the dynamic economic, social, and political environment of today. Consideration is also given to basic trends or developments that are likely to shape the pattern of the

world in the years ahead. The School of Business and Economics offers three undergraduate program options.

Bachelor of Science in Business

The undergraduate program typically occupies the three final undergraduate years and leads to the Bachelor of Science in Business degree. The Bachelor of Science in Business degree is awarded when a student has successfully completed (1) general education courses to meet campus general education requirements, (2) business foundations courses, (3) business core courses, (4)courses in a concentration, and (5) additional elective courses to meet total credit hour requirements.

Within the Bachelor of Science in Business program, concentrations are offered in Business Administration, Accounting, Financial Economics, or Digital Marketing and Graphic Design. The concentration of Business Administration also allows further minors in Human Resources and Marketing.

Chancellor's B.S. in Business Administration (Online)

The Chancellors' Bachelor of Science in Business Administration is offered 100% online collaboratively by the IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast campuses. Degree requirements are fulfilled by taking online classes across these campuses.

Business administrators handle a company's operational, organizational, and managerial responsibilities, requiring skills in a range of areas. This program may be of special interest to working adults with some college credit, seeking to advance their business career. According to the 2015 National Association of Colleges and Employers Job Outlook Survey, over 80 percent of responding employers plan to hire a graduate with a business-related degree.

Within the Chancellors' Bachelor of Science in Business Administration program, concentrations are offered in Accounting, Finance, Economics, and Marketing.

B.S. in Accounting (Online)

The Chancellors' Bachelor of Science in Accounting is offered 100% online collaboratively by the IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast campuses. Degree requirements are fulfilled by taking online classes across these campuses. Degree requirements are fulfilled by taking online classes across these campuses.

This program prepares you to tackle accounting problems using quantitative and qualitative methods. Students will study technology and analytics methods in the accounting field. Learn, not only how to perform accounting tasks, but how to provide data-driven solutions, foster effective analytical and critical-thinking skills, and practice sound ethics and logic in accounting and business situations. Students will apply concepts in the major functional areas of accounting, including cost accounting, financial accounting, auditing and systems, and taxation.

Minors

The School of Business and Economics offers minors in Business Economics, Human Resources, and Marketing. Non-business undergraduate majors may also pursue minors in business administration or accounting.

Policies & Procedures

Students admitted to IU Northwest who declare a concentration in one of the programs offered by the School of Business and Economics will be admitted directly.

Enrollment Restriction

Students pursuing degrees in academic divisions other than Business and Economics are permitted to enroll in a maximum of 30 credit hours of business courses. All students are required to meet all prerequisites and must obtain school authorization if necessary to enroll in all business and economics course prior to registration.

Students who intend to transfer to Bloomington or other IU campuses and apply for admission to the undergraduate programs in business must understand that the admission requirements vary among the IU campuses. Students should consult the IU bulletin for the campus to which they seek admission for specific requirements of the business program.

Degree Applications

Candidates for the Bachelor of Science degree *must* file a degree application during registration the semester before they intend to graduate. This allows time for the student's academic record to be audited for degree certification. Without this audit, the student cannot be recommended for the conferral of the degree.

Credit Hours Requirement

The minimum number of credit hours required for the baccalaureate degree is 120 credit hours in courses meeting the various requirements stated in this bulletin. The School of Business and Economics requires that at least 50 percent of the business credit hours required for the degree be earned at IU Northwest or one of the Indiana University campuses.

No credit is given toward a degree in business for courses taken throughout the university with a prefix of 0, or for courses taken from the Division of General and Technical Studies, or for other non-college-level courses.

Senior Residence Requirement

The senior year (the last 30 credit hours of work) must be completed through one of the Indiana University campuses offering a four-year program. Students will be certified for graduation by the campus at which they complete the last semester (12 credit hours or more). Registration for a minimum of two semesters in the School of Business and Economics is required.

Junior College, Community College and Off-Campus Course Credits

Credits earned through junior and community colleges are limited to a maximum of 60 credit hours. Some of the credits/courses from junior and community colleges may not apply to the Bachelor of Science in Business degree, although they might meet transfer guidelines via our campus Office of Admissions. No junior or senior-level business or economics courses taken at a junior or community college will be accepted towards the Bachelor of Science in Business.

Off-Campus Course Credit

Any coursework which occurs off-campus from an IU campus - whether online or face-to-face - must have prior approval from the Director of Student Success in the School of Business and Economics before enrolling and before such credit could be accepted towards degree requirements.

Credit by Self-Acquired Competency

The School of Business and Economics does not award credit on the basis of self-acquired competency. The school will not accept transfer of credit from other institutions for business courses if the credit was awarded on the basis of self-acquired competency.

For nonbusiness courses, the school will accept course-specific credit awarded on the basis of self-acquired competency by other baccalaureate-granting divisions/schools of Indiana University and by other institutions accredited by the Higher Learning Commission or comparable regional associations.

The school will not accept general (non-course specific) self-acquired competency credit awarded by other divisions/schools of Indiana University or by other institutions.

Transfer Credit Policy

Courses that were taken at other institutions and that appear similar in either title or objectives to the 300- or 400-level (junior and senior) courses offered by the School of Business and Economics will be transferred as undistributed electives and will not be regarded as equivalent unless at least one of the following validation processes has been performed.

1. Completion of a course review with documented evaluation of the content, level, method of instruction, objectives, etc., used in the course(s) being validated. The evaluation must be performed by an appropriate member of the school's faculty; or
2. Successful completion of an examination based upon the material covered in that course offered by the school; or
3. Satisfactory completion and documentation of a subsequent course offered by the school, provided that a significant prerequisite relationship between the courses can be demonstrated.

Courses in advanced business subjects, not open to freshmen and sophomores, which have been taken at two-year institutions in the freshman and sophomore years, will not be accepted as equivalents of the courses offered at Indiana University. Consult with the assistant director or advisor for appropriate validation processes.

Only credits earned at Indiana University will count toward a student's grade point average.

School Grade Requirements

To be certified for graduation, a student must have a minimum average of C (2.0) in all course work, a minimum average of C (2.0) in all courses taken toward the degree, a minimum of a C (2.0) in every BUS and ECON course required for the program and concentration. A student must also have completed ENG-W 131 Elementary Composition with a minimum grade of C (2.0). Any course with a number beginning with a zero will not be counted toward graduation requirements.

Interpretations of Undergraduate Course Letter Grades

The following interpretations are provided as guidelines for instructors when assigning letter grades for courses in the School of Business and Economics. These interpretations focus on performance as demonstrated through coursework.

A+/A/A-: The student has demonstrated exceptional understanding through coursework and is strongly encouraged to continue in this subject or related subject areas.

B+/B/B-: The student has demonstrated a strong level of understanding through coursework and is sufficiently prepared to proceed in this subject area.

C+/C: The student has demonstrated a minimally sufficient level of understanding through coursework to proceed in this subject area.

C-/D+/D/D-: The student has demonstrated a marginal level of understanding through coursework that is not sufficient to satisfy the program requirements.

F: The student has not demonstrated an acceptable level of understanding through coursework for the course to satisfy the program requirements

Probation

Students are automatically placed on probation whenever their cumulative grade point averages are below 2.0.

Dismissal

In the School of Business and Economics, at the discretion of the Graduate-Undergraduate Committee, a student may be dismissed from the school if the student has consistently failed to make progress toward meeting general education, business core, or concentration requirements. Generally, a student on probation will be dismissed if the student is 15 credit points below a 2.0 grade point average, or, if in two consecutive subsequent enrollments the student fails to make a 2.0 in those two enrollments considered as a unit and adds 10 credit points to the deficiency record.

Furthermore, upon the recommendation of the Graduate-Undergraduate Committee and with the approval of the Dean of the School of Business and Economics, any student whose work is unsatisfactory or unethical, or whose conduct does not adhere to the professional standards may be dismissed from the school.

Pass-Fail Option

Business students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The student must exercise the election of this option within the first three weeks of the semester. Limitations on use of the Pass/Fail policy are as follows.

School of Business and Economics students may not take any business or economics course Pass/Fail. Also, the Pass/Fail option cannot be used for courses that satisfy the general education requirements. The option can be

used only for courses that are electives taken outside the School of Business and Economics. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot subsequently be changed to a grade of A, B, C, or D.

Concentration Declaration

Students may declare a concentration before the beginning of a semester. Students in the Bachelor of Science in Business program who have not selected a concentration will be automatically classified as having a concentration in Business Administration and will be expected to follow the course requirements of that concentration.

Students may choose no more than two concentrations. They must meet all the requirements for both concentrations. Only one course may be used to satisfy the requirements for both concentrations.

Credit Deadline

All credit of candidates for degrees, except that for the work of the current semester, should be on record at least one month prior to the conferring of the degrees.

Level Requirements

Courses numbered 200-299 are generally open only to students who have completed 24 or more hours of credit applicable toward a degree. Courses numbered 300-499 are generally open only to students who have completed 56 or more hours of credit applicable toward a degree.

Requirements for a Second Bachelor's Degree

The School of Business and Economics offers to holders of a bachelor's degree in fields other than business a second bachelor's degree in business. The requirements are identical to the requirements for the bachelor's degree in business (see succeeding pages).

The candidate may, of course, be exempted from any of those requirements already fulfilled in acquiring the first bachelor's degree.

Normally, the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, however, a student may be admitted to candidacy for a second bachelor's degree. When such admission is granted, candidates must earn at least 30 additional credit hours in residence and meet the requirements of the School of Business and Economics and of the concentration in which they are candidates.

At least 50 percent of the business courses required for a business degree must be earned at Indiana University. Students who have been awarded the B.S. in Business degree at Indiana University may register as special students to meet the requirements of another concentration but cannot be certified for the degree a second time.

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, (2) that no more than 10 calendar year have elapsed since matriculation, and (3) the student has been consistently enrolled in courses with no enrollment gap of more than one academic year.

If these requirements are not met, students must apply to the school to update their programs to the bulletin currently in effect.

Course Prerequisites and Concurrent Enrollment

Proper enrollment is the individual responsibility of each student. Many courses have level and or course prerequisites. Improper enrollments may be cancelled by the School of Business and Economics at any time, and, if credit is earned in such an enrollment, the school may refuse to apply that credit to a degree program or may require enrollment in an additional course. Before there can be a proper enrollment in any course having prerequisites, the prerequisites must be successfully completed. Concurrent enrollment is not permissible unless specifically stated otherwise.

Bachelor of Science in Business Curriculum

Program Learning Outcomes

The following describes the learning outcomes for the Bachelor of Science in Business program:

1. Teamwork & Leadership: Our students serve as effective members and leaders of teams, supporting successful completion of problem-solving and decision-making tasks.

2. Technology: Our students use appropriate technology and information systems to organize data and analyze information to solve business problems.

3. Business Discipline Knowledge: Our students demonstrate functional knowledge of key business disciplines.

4. Professional Communication: Our students communicate effectively and professionally using multiple mediums of communication (written, verbal, visual, interpersonal).

5. Analytical Reasoning: Students analyze situations in a deliberate manner and consider diverse and ethical leadership perspectives.

Course Requirements

The curriculum for the undergraduate Bachelor of Science in Business program consists of five parts:

1. General Education courses (30-34 cr.),
2. Business Foundations courses (33 cr.)
3. Business Core courses (35 cr.)
4. Concentration courses (18 cr.)
5. Additional courses to meet total hours requirements (as needed to total 120 cr.).

Level Requirements

Courses numbered 200-299 are open only to students who have completed 24 or more hours of credit applicable toward a degree. Courses numbered 300-499 are open only to students who have completed 56 or more hours of credit applicable toward a degree.

General Education Core Requirements

(Varies, typically 30-34 credit hours)

Indiana University Northwest requires all students to complete campus general education curriculum. This typically requires 30-34 credit hours but depends on the coursework taken. General education requirements can be found here: https://northwest.iu.edu/general-education/.

Coursework required as part of the program curriculum may be used to satisfy campus General Education Requirements. The following courses are required for the program and will fulfill a portion of the General Education Requirements:

- Mathematical Reasoning (advanced): ECON-E 270
- Social and Behavioral Sciences: ECON-E 201 and ECON-E 202
- Cultural and Historical Studies: ECON-E 111

Students are strongly encouraged to work with their advisor and refer to their program plan of study to ensure the campus General Education requirements are met. The School of Business and Economics also strongly encourages students to complete campus general education requirements using coursework in a wide variety of course areas, with at least one course in Psychology and/or Sociology if possible.

Business Foundations Courses
(33 credit hours)

The following courses are required as Business Foundations:

- BUS-W 100 Business Administration Intro (3 cr.)
- ECON-E 111 U.S. Economic History (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-K 221 Introduction to Information Systems for Business (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- BUS-X 255 Classroom to Career (variable topic) (3 cr.)

Business Core
(35 credit hours)

The following courses are required as Business Core:

1.Business Core Functional Skills:

- BUS-F 301 Financial Management (3 cr.)
- BUS-M 301 Marketing Management (3 cr.)
- BUS-P 301 Operations Management (3 cr.)
- BUS-D 301 International Business Environment (3 cr.)

2. *Teamwork and Team Leadership Skills:*
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- BUS-Z 442 Leading and Motivating Individuals and Teams (3 cr.)

3. Information Systems, Analytics and Decision Modeling

- BUS-K 321 Management of Information Technology (3 cr.)
- BUS-K 353 Business Analytics & Modeling (3 cr.)

4. Business Ethics, Diversity, Critical Thinking and Career Skills

- BUS-W 320 Leadership and Ethics (3 cr.)
- BUS-X 410 Career Planning (1 cr.)
- BUS-Z 440 Personnel - Human Resource Management (3 cr.)

5. *Capstone*
- BUS-J 403 Management Capstone (4 cr.)

CURRICULUM CONCENTRATIONS
(18 credit hours)

Students are required to complete a concentration as part of the Bachelor of Science in Business program. These concentrations include: (1) Business Administration, (2) Accounting, (3) Financial Economics, or (4) Digital Marketing and Graphic Design.

Business Administration Concentration

For students who wish to pursue a broad general program, the business administration curriculum provides a vehicle for organizing their studies. The focus is to understand the administration and operation of the firm as a subsystem within a rapidly changing environmental system.

Course Requirements
The following courses are required to complete the Business Administration concentration:

- Six 3-credit 300- or 400-level business (BUS) and/or economics (ECON) courses.

These courses allow additional opportunities to gain specialized knowledge in such fields as accounting, economics, finance, management, or marketing. Students are encouraged to consult with faculty in these areas to best meet their professional and educational objectives.

Minors
Students pursuing the Business Administration concentration have the additional option of earning one of two minors. Courses required as part of the foundations, core or concentration may not count towards a minor. Coursework to complete a minor may count towards electives within a concentration. A minimum of C (2.0) is required in all coursework for the minor. The available minors in the Business Administration are:

Marketing Minor - Requirements: three 3-credit 300-400 level-business courses in Marketing (BUS-M).

Human Resources/Management Minor - Requirements: three 3-credit 300-400 level business course in Human Resources/Management.

Accounting Concentration

The curriculum prepares students for positions as accountants, auditors, controllers, income tax accountants, financial statement analysts, cost accountants, budget officers, and governmental or institutional accountants. In addition, it equips the

prospective business executive with a tool for intelligent analysis, prediction, decision making, and control.

Course Requirements

The following courses are required to complete the Accounting concentration:

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 328 Introduction to Taxation
- Three 3-credit 300- or 400-level accounting electives.

If intending to complete the CPA exam, BUS-A 424 is strongly recommended as an elective.

Financial Economics Concentration

This concentration provides students an opportunity to study economics more deeply while broadly preparing them for the context and practice of business. Many economics students go on to do additional work at the graduate level.

Course Requirements

The following courses are required to complete the Financial Economics concentration:

- ECON-E 321 Intermediate Microeconomics (or equivalent)
- ECON-E 322 Intermediate Macroeconomics (or equivalent)
- BUS-F 420 Equity and Fixed Income Investment
- BUS-F 494 International Finance
- Two 300-400 level ECON-E or BUS-F elective (6 credit hours)

Digital Marketing and Graphic Design Concentration

This concentration features interdisciplinary curriculum with courses in both Marketing and Graphic Design. This concentration equips students with knowledge in digital marketing outlets, research techniques that inform decisions about digital marketing channels and visual presentations of marketing messages, and the marketing strategy process.

Course Requirements

The following courses are required to complete the Digital Marketing and Graphic Design concentration:

- BUS-M 303 Marketing Research (3 cr.)
- BUS-M 432 Digital Marketing (3 cr.)
- BUS-M 450 Marketing Strategy (3 cr.)
- FINA-S 351* Typography (3 cr.)
- FINA-S 352 Production for Graphic Design (3 cr.)
- One 3-credit 300- or 400-level business (BUS) and/or economics (ECON) course or graphic design (FINA-S) course.

Students interested in a further background in Marketing are encouraged to take their elective in topics such as Social Media Marketing or Consumer Behavior (BUS-M 405). Students interested in a further background in Graphic Design are encouraged to take their elective in Graphic Design (such as FINA-S 353).

* FINA-S 351 requires FINA-S 250: Introduction to Design Practice (3 cr.) as a prerequisite. Students interested in this concentration are strongly encouraged to complete FINA-S 250 early and as part of their general education requirements.

Additional Courses to Meet Total Hours Requirement

(As needed to total 120 credit hours)

After all other curriculum requirements are met, students may take additional open electives, if necessary, to reach the campus requirement of 120 total credit hours.

Transfer Single Articulation Pathways (TSAP) in Business Administration - B.S.

A student who completes an eligible Associate of Arts (A.A.) or Associate of Science (A.S.) degree at Ivy Tech Community College or Vincennes University may be put on a Single Articulation Pathway to a Bachelor of Science (B.S.) program at IU Northwest, without a loss of credit hours. For more information on the available Transfer Singe Articulation Pathways in Business Administration please contact the office of Admissions.

Chancellor's Bachelor of Science in Business Administration (Online)

The Chancellors' Bachelor of Science in Business Administration is offered 100% online collaboratively by the IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast campuses. Degree requirements are fulfilled by taking online classes across these campuses. The program offers optional concentrations in Accounting, Economics, Finance, and Marketing.

Program Learning Outcomes

The following describes the learning outcomes for the Chancellor's Bachelor of Science in Business Administration program:

1. Recognize and apply functional area concepts and theories appropriately.
2. Analyze information using technological resources appropriate for various business scenarios.
3. Provide creative recommendations and solutions to solve business problems.
4. Apply ethical principles and practices to business situations.
5. Work effectively with team members.
6. Communicate effectively.

Course Requirements

The curriculum for the undergraduate Chancellors' Bachelor of Science in Business Administration program consists of four parts:

1. General education courses (30-42 cr.)
2. Business foundations courses (27 cr.)
3. Business core courses (34 cr.)
4. Concentration courses (18 cr., optional)
5. General elective courses (as needed to total 120 cr.)

General Education Core Requirements

(Varies, typically 30-34 credit hours)

Indiana University Northwest requires all students to complete campus general education curriculum. This typically requires 30-42 credit hours but depends on the coursework taken. General education requirements can be found here: https://www.northwest.iu.edu/general-education/.

Coursework required as part of the program curriculum may be used to satisfy campus General Education

Requirements. The following courses are required for the program and will fulfill a portion of the General Education Requirements:

- Mathematical Reasoning (advanced): ECON-E 270
- Social and Behavioral Sciences: ECON-E 201 and ECON-E 202

Students are strongly encouraged to work with their advisor and refer to their program plan of study to ensure the campus General Education requirements are met. The School of Business and Economics also strongly encourages students to complete campus general education requirements using coursework in a wide variety of course areas, with at least one course in Psychology and/or Sociology if possible.

Business Administration Foundations Courses
(27 credit hours)

The following courses are required as Business Foundations:

- BUS-B 190 or BUS-W 100 Business Administration Introduction (3 cr.)
- ECON-E 201 or ECON-E 103 Introduction to Microeconomics (3 cr.)
- ECON-E 202 of ECON-E 104 Introduction to Macroeconomics (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-L 201 Legal Environment of Business or BUS-L 203 Business Law I (3 cr.)
- ECON-E 270 Introduction to Statistical Theory for Economics and Business (3 cr.)
- One of the following (3 cr.):
  - ENG-W 231 Professional Writing Skills
  - ENG-W 232 Introduction to Business Writing
  - ENG-W 234 Technical Report Writing
  - SPCH-S 223 Business and Professional Speaking

Math Requirement (3 cr.)

- MATH-M 118 Finite Mathematics

Business Administration Core Courses
(36 credit hours)

The following courses are required as Business Core:

- BUS-M 301 Introduction to Marketing Management (3)
- BUS-F 301 Financial Management (3)
- BUS-P 301 Operations Management (3 cr.)
- BUS-D 300 International Business Environment or BUS-D 301 The International Business Environment (3 cr.)
- BUS-K 321 Management and Information Systems/ Technology
- One of the following (3 cr.):
  - BUS-K 302 Introduction to Management Science
  - BUS-K 312 Decision Modeling
  - BUS-K 353 Business Analytics and Modelling
- BUS-W 311 New Venture Creation/Small Business Entrepreneurship or BUS-W 406 Venture Growth Management (3 cr.)
- BUS-Z 302 Managing and Behavior in Organization (3 cr.)
- BUS-Z 440 Personnel: Human Resources Management (3 cr.)
- One of the following (3 cr.):
  - BUS-B 399 Business and Society
  - BUS-J 404 Business and Society
  - BUS-W 320 Leadership and Ethics in Business
- BUS-X 410 Career Perspectives (2 cr.)
- BUS-J 401 Administrative Policy or BUS-J 403 Management Capstone (4 cr.)

Business Administration Concentrations Additional Electives to Meet Total Hours Requirement
(As needed to total 120 credit hours)

After all other curriculum requirements are met, students may take additional open electives, if necessary, to reach the campus requirement of 120 total credit hours.

Business Administration Concentrations
(18 credit hours, optional)

Students completing the Chancellors' Bachelor of Science in Business Administration program have the option of completing a concentration in one of four areas.

Accounting Concentration

The following courses are required to complete the Accounting concentration:

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 337/A411 Accounting Information Systems
- BUS A328 Introduction to Taxation
- Complete two of the following courses:
  - 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
  - Other 300-400 level BUS-A courses.

Economics Concentration

The following courses are required to complete the Economics concentration:

- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory
- Complete four of the following courses:
  - 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
- BUS-F 345, ECON-E 350, or ECON-E 305 Money and Banking
- 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
- Other 300-400 level ECON-E courses.

Finance Concentration

The following courses are required to complete the Finance concentration:

- 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
- Complete two of the following courses:
  - BUS-F 365 Personal Financial Planning
  - BUS-F410Financial Institutions and Markets
  - BUS-F 414/A414 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
  - Other 300-400 level BUS-F courses

Marketing Concentration

The following courses are required to complete the Finance concentration:

- BUS-M 303: Marketing Research
- BUS-M 405: Consumer Behavior
- BUS-M 415: Advertising and Integrated Marketing Communications
- BUS-M 450: Marketing Strategy
- Complete two of the following courses:
  - 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/M435/M460: Digital Marketing
  - BUS-M 455: Customer Relationship Management
  - BUS-M 490: Social Media Marketing
  - BUS-M 421: Negotiation
  - Other 300-400 level BUS-M courses

Chancellor's Bachelor of Science in Accounting (Online)

The Chancellors' Bachelor of Science in Accounting is offered 100% online collaboratively by the IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast campuses. Degree requirements are fulfilled by taking online classes across these campuses.

The following describes the learning outcomes for the Chancellor's Bachelor of Science in Accounting program:

1. Apply appropriate concepts, theories, and tools to scenarios in the major functional areas of accounting.
2. Provide data-driven recommendations using appropriate techniques.
3. Perform accounting tasks using appropriate technology, software, and/or analytic methods.
4. Apply sound ethical reasoning in accounting and business situations.
5. Apply current accounting regulations to business scenarios.
6. Effectively communicate to a variety of audiences.

Course Requirements

The curriculum for the undergraduate Chancellors' Bachelor of Science in Business Administration program consists of four parts:

1. General education courses (varies)
2. Business foundations courses (24 credit hours)
3. Business core courses (21 credit hours)
4. Accounting core courses (18 credit hours)
5. Accounting elective courses (9 credit hours)
6. General elective courses (as needed to total 120 credit hours)

General Education Core Courses

(Varies, typically 30-34 credit hours)

Indiana University Northwest requires all students to complete campus general education curriculum. This typically requires 30-34 credit hours but depends on the coursework taken. General education requirements can be found here: https://www.northwest.iu.edu/general-education/.

Coursework required as part of the program curriculum may be used to satisfy campus General Education Requirements. The following courses are required for the program and will fulfill a portion of the General Education Requirements:

- Mathematical Reasoning (advanced): ECON-E 270
- Social and Behavioral Sciences: ECON-E 201 and ECON-E 202

Students are strongly encouraged to work with their advisor and refer to their program plan of study to ensure the campus General Education requirements are met. The School of Business and Economics also strongly encourages students to complete campus general education requirements using coursework in a wide variety of course areas, with at least one course in Psychology and/or Sociology if possible.

Business Foundations Courses

(27 credit hours)

The following courses are required as Business Foundations:

- BUS-W 100 Business Administration Introduction (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- ECON-E 201 or ECON-E 103 Introduction to Microeconomics (3 cr.)
- ECON-E 202 or ECON-E 104 Introduction to Macroeconomics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory for Economics and Business (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-L 201 or BUS-L 203 Legal Environment of Business (3 cr.)
- One of the following (3 cr.):
  - ENG-W 231 Professional Writing Skills
  - ENG-W 232 Introduction to Business Writing
  - BUS-X 204 Business Communications
  - SPCH-S 223 Business and Professional Communication

Business Core Courses
(18 credit hours)

The following courses are required as Business Core:

- BUS-F 301 Financial Management (3)
- BUS-K 321 Management and Information Systems (3 cr.)
- BUS-K 353 Business Analytics and Modelling (3 cr.)
- BUS-M 301 Introduction to Marketing Management (3)
- BUS-P 301 Operations Management (3 cr.)
- One of the following (3 cr.)
  - BUS-D 300 International Business (3 cr.)
  - BUS-D 301 International Business Environment
  - BUS-Z 301 Organizational Behavior & Leadership
  - BUS-Z 302 Managing and Behavior in Organizations

Accounting Core Courses
(18 credit hours)

The following courses are required as Accounting Core:

- 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 or BUS-A 411 Accounting Information Systems (3 cr.)
- BUS-A 424 Auditing & Assurance Services (3 cr.)

Accounting Elective Courses
(9 credit hours)

Choose three of the following courses:

- BUS-A 335 Accounting for Government and Not-for-Profit Entities (3 cr.)
- 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.)

Electives to Meet Total Hours Requirement
(As needed to total 120 credit hours)

After all other curriculum requirements are met, students may take additional open electives, if necessary, to reach the campus requirement of 120 total credit hours.

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.

Business Minors for Non-Business Majors
The School of Business and Economics offers the following minors for non-business undergraduate students:

Accounting Minor

This minor is for non-business majors. The requirements are BUS-A 201, BUS-A 202, BUS-A 311, BUS-A 312, BUS-A 325.

Business Administration Minor

This minor is for non-business majors. The requirements are BUS-A 201, BUS-K 221, BUS-L 201 or ECON-E200, BUS-F 260 or BUS-M 200, BUS-W 100 and BUS-Z 302.

The prerequisite and academic policies of the School of Business and Economics will be enforced. A student must have a C (2.0) cumulative grade point average in the courses required in any minor. Non-business students must notify the recorder for the division in which their records are located, as well as the Director of Student Success in the School of Business and Economics, that they are pursuing one of these business minors. Correspondence courses will not be accepted for credit toward any minor. Successful completion of a minor will be indicated on the student's official academic transcript. No more than half of the required courses for either minor may be transfer credit from another institution.

Master of Business Administration

Background

The School of Business and Economics initiated graduate education in business with the establishment of the M.S.B.A. degree in 1969 and succeeded it in 1988 with the M.B.A. The program is designed for individuals who are employed in positions of responsibility within the business community and who are pursuing a graduate

education concurrently with their employment. To serve these students, all graduate courses are offered in the evening in a hybrid format. In addition, a Saturday, cohort-based program is also available (the Accelerated Weekend MBA). From its inception, the program has enjoyed a broad base of support and participation from the Northwestern Indiana business community.

Purpose

The M.B.A. program focuses on teamwork and executive leadership and provides a professional education in business for students who possess the baccalaureate degree in any discipline. For most students, the M.B.A. is a terminal professional degree designed to enhance their performance in present and future managerial positions. Increasingly, individuals employed in non-business fields have used the M.B.A. program to broaden their academic training and enhance their prospects for a career in business.

Goals

The Faculty of the School of Business and Economics of Indiana University Northwest have identified the following Student Learning Goals to provide assurance that the graduate degree programs of the School provide an educational experience for our students consistent with our mission.

MBA students can:

- display effective teamwork
- exhibit effective leadership skills with a focus on ethical and social responsibilities.
- employ key productivity and collaborative business software in the analysis of business decision
- show expertise in functional business
- demonstrate the ability to think critically, analytically, and to integrate knowledge from multiple disciplines to make effective business decisions.
- display knowledge of multicultural and diverse perspectives to make effective business
- demonstrate knowledge and understanding of ethical and social issues in making effective business

Learning Outcomes

1. Teamwork and Collaboration: Participate as positive and productive members of a team that functions effectively in projects, problem-solving and decision-making situations.
2. Leadership and Strategic Thinking: Function as effective leaders capable of making ethical and strategic decisions to benefit the organization and society.
3. Management Specific Knowledge and Skills: Apply fundamental business concepts to analyze problems and construct and implement effective solutions in the business environment.

Graduate Admissions to the School of Business and Economics

Admission to the M.B.A. program is limited to students of demonstrated aptitude, ability, and scholarship. The decision is based upon a composite evaluation of the applicant's:

- Undergraduate academic performance as measured by the cumulative grade point average
- Letter of Recommendation(s)
- Personal Statement; and
- Resume/CV

Applicants who have graduated with a business degree from one of the IU campuses may be eligible for direct admission. Please contact the program director for more information.

Admission Test

Admission tests, such as the GMAT/GRE, are not required for admission to graduate programs in the School of Business and Economics. An applicant may choose to submit admission tests as additional evidence if desired, however, these tests are not necessary as part of the admission process.

IU Northwest
Dunes Medical / Professional Building, Room 1103
3400 Broadway
Gary, IN 46408
(219) 980-6635

Contact the School of Business and Economics Graduate Programs for additional contact information.

Application Deadline

Candidates may enter the *Weeknight MBA* program at the beginning or middle point of the fall and spring semesters, or the beginning of the Summer I and Summer II sessions. Candidates may enter the *Accelerated Weekend MBA* program during the beginning of the fall semester only. The application deadline for either MBA option is one month before classes start. A completed application and all supporting documents must be submitted to the Office of Graduate Studies in Business and Economics by the established deadline date. An official transcript from each college attended is required as part of the application.

Prerequisites

Prior to enrolling in graduate courses in the M.B.A., students should have a minimum of a college-level finite mathematics class, and proficiencies in computer operations and systems. The Indiana University course equivalent is *MATH M118 Finite Mathematics.* Students are also expected to be proficient in Microsoft Word, Excel, Access, and PowerPoint. Students will be required to take an excel assessment prior to the beginning of their first enrolled semester. Any deficiencies will require self-paced tutorials, Excel prep courses, tutoring, and other options available to them to satisfy the prerequisites.

Candidates who are deficient in any of these areas should speak with the director of Graduate Programs to review the different options available to them to satisfy the prerequisites.

Some core classes also have specific course prerequisites. They will be stated in the schedule of classes.

Proper enrollment is the individual responsibility of each student. The School of Business and Economics may cancel improper enrollment at any time, and if credit is earned in such an enrollment, the school may refuse

to apply that credit toward a degree or may require enrollment in an additional class.

Policies & Procedures

Students with exceptional circumstances in regard to the policies stated in this bulletin should contact the director for advising.

Course Load

Since most M.B.A. students are employed full-time, they normally carry a course load of 3 to 6 credit hours (one to two courses) per semester.

Students should understand graduate courses require more time dedicated to study outside of the classroom. Students should expect to spend 12-15 hours in study outside of class for every three hours in class.

Time Allowed for Completion of Degree

A maximum of six years is allowed for completion of the program or can be permitted on a case-by-case situation. The six-year period begins with the first semester of course work following the granting of admission status into the program. For those students entering with no undergraduate business training, the program can be completed in approximately three years. Students with an undergraduate degree in business may qualify to directly enter the 30-credit hour M.B.A. core program that can be completed in one year of full-time study or within 20-24 months on a part-time basis.

Continuation in Good Standing

The 3.0 grade point average required for the awarding of the MBA degree requires close monitoring of the graduate student's academic progress. If a student receives a C- or below he/she must repeat the course. Both grades will be included in the GPA. Students whose GPA has dipped below 3.0 are placed on probation and will be permitted to enroll in an additional 6 credit hours (two courses).

Dismissal

A student will be dismissed from the program for any of the following reasons:

- Failure to raise GPA to a 0 within 6 credit hours of subsequent coursework
- Maintaining a cumulative GPA below 0 after 12 credit hours of work
- Receiving of three grades of C
- Receiving of a grade of F in any graduate course results in immediate dismissal
- Failure to abide by the School of Business and Economics' Standards of Professional Conduct

Upon the recommendation of the Graduate/Undergraduate Committee and with the approval of the Dean of the School of Business & Economics, any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the School. This includes violations of the School's Standards of Professional Conduct contained within this bulletin.

Students should be familiar with the Indiana University Code of Student Rights, Responsibilities and Conduct, particularly in areas of academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources. Students should understand dismissal can occur if any activity is deemed to undermine the academic integrity of the institution.

Waivers

If a student has completed course work encompassing material included in the foundation of the program, certain waivers may be granted. Students are permitted waivers for the following courses only:

- BUNW-A 513 Accounting for Decision Making and/or
- BUNW-A 514 Economics for Managers.

No waivers for other core classes are permitted. Students can be considered for waivers if they have taken specific undergraduate course work with a grade of B or better (B- does not count) from an AACSB Accredited school within the past five (5) years. The student will be notified as to waivers granted when the application for admission is formally approved. Contact the Director for more information.

Non-Degree Status

Prospective students who may require foundation courses can begin the program as a non-degree student. Students with a non-degree status may only take up to 12 credit hours of M.B.A. foundation courses. M.B.A. Core courses are not open to non-degree students.

Additionally, students who must take all five of the M.B.A. foundational courses essentially have completed the Graduate Certificate in Management. Successful completion of all five courses with a 3.2 GPA will meet the requirements of admission into the core MBA program.

Students who do not require foundation courses must enter the program fully admitted.

Students Transferring from Another M.B.A. Program

A student who is admitted who has attended an M.B.A. program at another institution must take at minimum the 30 credit hour core of which no more than 6 credit hours can be transferred in. Their graduate and undergraduate coursework may be used to waive the two eligible foundation courses. Students can be considered for eligible foundation course waivers if they have taken specific undergraduate course work with a grade of B or better (B- does not count) within the past five years from an AACSB accredited business school. See the director for approval details. These are subject to final approval by the Graduate Committee and may require review of additional materials.

Transfer Credit

A total of 6 credit hours of graduate-level work may be transferred from other accredited institutions or other accredited programs at Indiana University. *All course work must be preapproved by the Graduate/Undergraduate Faculty Committee, and students must obtain a grade of B or better to qualify for transfer.* See the director of graduate studies for details.

Grade of Incomplete

A grade of Incomplete (I) may be given only when the work in the course is substantially completed and when the student's work is of passing quality. An Incomplete must be changed to a letter grade within one year from the date of its recording. The student must meet with the professor and complete all work required by him/her and submit it well in advance of the one-year deadline.

Students who receive a grade of I are not to re-enroll in the same class.

Independent Study

Students are permitted to engage in up to 6 credit hours of approved Independent Study. These credits can be used to fulfill electives and may not to be used to complete a required foundation or core class.

Students must submit the completed proposal form, approved by the sponsoring professor, to the director, by the date specified within the Schedule of Classes.

Withdrawals

Students are permitted to drop a class up to the Automatic Withdrawal deadline. *Students may not withdraw from a class after the automatic withdrawal deadline except under extreme circumstances.* If a student seeks to drop a class after the deadline, the student must submit a request explaining the extreme circumstances that support the withdrawal. A poor or failing grade is *not* a legitimate reason to request permission to withdraw after the deadline. The student request is submitted to the director, who will submit the request to the dean to approve or deny the request.

Students in the Weekend M.B.A. program are not subject to published withdrawal deadlines. Please contact the Director for more information.

Applying for Graduation

Students will be able to apply for graduation through the IU Northwest School of Business and Economics website. Students must submit applications the semester prior to finishing their degree requirements so that the graduate director has time to audit student files. The Office of the Registrar requires a tentative list of graduates at the beginning of each semester.

Students must file an application for graduation the semester before they expect to complete degree requirements. Failure to file this application will result in the student's name not appearing on the graduation list for the semester in which the course work is being completed.

Degree Requirements

The Master of Business Administration degree requires a minimum of 30 credit hours. For students who have no course waivers, a total of 36 credit hours will be required for completion of the degree. No more than 6 credit hours may be transferred from another institution. A cumulative grade point average of 3.0 or higher in all coursework taken for graduate credit must be earned as a prerequisite for continuation in good standing and for graduation.

If a student repeats a course, the more recent grade counts in the degree GPA. Degree requirements must be completed within six years from the date of the first semester enrolled. Enrollment as a guest/non-degree/ certificate student counts in the six years.

The following coursework is required for the program:

I. Teamwork and Collaboration
BUNW-C 512 Managing in a Team Based Organization (3 cr.)

II. Understanding Markets and Analytics

BUNW-A 512 Statistical Tools for Management (3 cr.)
BUNW-A 514 Economics for Managers (3 cr.)

III. Managing Operations and Technology Resources

BUNW-A 516 Management Information Systems (3 cr.)
BUNW-B 513 Operations Management (3 cr.)

IV. Managing Customers and Human Resources

BUNW-B 511 Marketing Management (3 cr.)
BUNW-G 514 Human Resource Management (3 cr.)

V. Managing Financial Resources

BUNW-A 513 Accounting for Decision Making (3 cr.)
BUNW-B 512 Financial Management (3 cr.)

VI. Managing in a Legal and Global Environment

BUNW-B 514 Legal, Ethical and Social Environment of Business (3 cr.)
BUNW-B 515 Introduction to International Business (3 cr.)

VII. Leadership and Strategic Thinking

BUNW-D 511 Strategic Management (3 cr.)

Total with waivers (30 cr.)Total with no waivers (36 cr.)

Chancellor's Master of Science in Management (Online)

The Chancellors' Master of Science in Management is offered 100% online collaboratively by the IU East, IU Kokomo, IU Northwest, and IU Southeast campuses. Degree requirements are fulfilled by taking online classes across these campuses.

The Chancellors' Master of Science in Management program focuses on the skills required to be a successful manager or leader of an organization in areas such as non-profit, government, healthcare, or for-profit enterprise by building skills in communication, team building, conflict resolution, and negotiation. There are no quantitative courses in this program. Rather, you study leadership, teams, change management, and ethics; and you gain next-level skills in critical thinking and performance improvement.

Tracks in General Management and Human Resources provide more specialized skill-building and professional development. Foundational courses focus on topics such as leadership, managing teams, business communication, conflict management, business ethics and change management. Students without an undergraduate business degree can earn an M.S. in Management degree in just one year if classes are taken full-time. Students wishing to attend part-time can complete the program in two years or less.

In addition, to better serve the needs of working adults, courses are offered online in an asynchronous format. Graduates from the Master of Science in Management program will be prepared to take on leadership opportunities within their current organization or pivot to a new career.

Program Learning Outcomes

1. Knowledge Management: Students will demonstrate knowledge of fundamental concepts and principles of organizational behavior, management, and ethics.

a. Students will develop knowledge of terminology, theories, and principles of management.
b. Students will develop knowledge of terminology, theories, and principles of organizational behavior.
c. Students will develop knowledge of terminology, theories, and principles of ethics.
2. Leadership: Students will demonstrate knowledge of leadership theory and practice that prepares them to lead effectively.

a. Students will develop knowledge of theories and principles of organizational leadership.
b. Students will apply leadership skills to advance personal, organizational and/or community goals.
c. Students will develop the ability to persuade others, build consensus, gain cooperation from others to obtain information, and accomplish goals.
d. Students will apply principles, procedures, and policies related to project management.
3. Ability to Think Critically: Students use problem solving methodologies to evaluate given information and use critical thinking skills to arrive at appropriate recommendations.

a. Students will identify, analyze, and solve problems by applying relevant management theories to generate solutions, alternatives, and recommendations.
b. Students will formulate strategic objectives and priorities to implement plans consistent with the long-term interest of the organization.
4. Communication: Students will demonstrate knowledge of fundamental concepts and skills of organizational communication.

a. Students use effective oral communication skills.
b. Students will display effective interpersonal skills.
c. Students will write in a clear, concise, organized, and convincing manner for the intended audience.

Program Learning Outcomes

The following describes the learning outcomes for the Chancellor's Master of Science in Management program:

1. Recognize fundamental concepts of management.
2. Apply principles of management and management techniques in different organizational settings.
3. Apply principles, procedures, and policies related to strategic organizational development.
4. Apply appropriate leadership principles and techniques.
5. Apply appropriate communication techniques with various stakeholders.
6. Apply ethical principles and reasoning in business decision-making.
7. Work effectively with team members from diverse backgrounds.

Course Requirements

The curriculum for the Chancellors' Master of Science in Management program consists of 30 credit hours of coursework in two parts:

1. Core courses (18 credit hours)
2. Track courses (12 credit hours)

*Students from non-business undergraduate backgrounds will need to complete an additional course, BUSE-A 500 Speaking the Language of Business, as one of the electives.

Core Courses

6 courses (18 credit hours)

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

- Complete one of the following courses in Leadership (3 cr.):
  - BUSE-A 508 Organizational Behavior and Leadership
  - BUNW-Z 506 Leadership
  - BUEA-M 550 Leadership and Motivation
  - BUKO-J 552 Principles of Leadership and Ethics
- Complete one of the following courses in Ethics (3 cr.):
  - BUNW-B 514 Legal, Ethical and Social Environment of Business
  - BUSE-B 510 Managerial Ethics
  - BUEA-M 557Contemporary Managerial Ethical Issue
- BUSE-B 511 Business Communications (3 cr.)
- Complete one of the following courses in Change Management (3 cr.):
  - BUSE-E 548 Organizational Change Management
  - BUEA-M 551 Organizational Learning and Change Management
  - BUKO-M 542 Organizational Theory and Development
- Complete one of the following courses in Managing Teams (3 cr.):
  - BUSE-Z 506 Managing the Team-Based Organization
  - BUNW-C 512 Managing in a Team Based Organization
- BUSE-E 552 Negotiation (3 credits)

Track Courses

(12 cr.)

Students must complete coursework to satisfy one of the following tracks.

General Management Track

- Complete one of the following International Business courses (3 cr.):
  - BUEA-M559 Global Leadership
  - BUNW-B515 Introduction to International Business
  - BUKO-K554 Leadership in a Global Context
- Complete one of the following Operations/Project Management courses (3 cr.)
  - BUEA-563 Operations and Supply Chain Management
  - BUNW-B513 Operations and Supply Chain
  - BUSE-B517Operations and Supply Chain Management
- Complete one of the following Strategy courses (3 cr.)
  - BUEA-M560 Strategic Management

    - BUKO-J560 Global Strategic Management
- Complete one of the following Analytics/IS courses (3 cr.)
    - BUSE-A509 Management Information Systems OR
    - BUKO-K542 Business Analytics
- Complete one of the following Human Resources courses (3 cr.)
    - BUSE-E554 Human Resource Management
    - BUEA-M558 Human Resource Management
    - BUNW-G514 Human Resource Management
    - BUKO-Z542 Strategic Human Resource Management
- Complete one of the following Marketing courses (3 cr.)
    - BUEA-M554 Marketing Management
    - BUNW-B511 Marketing Management
    - BUSE-C521 Marketing Management
    - BUKO-M559 Advanced Marketing Management
- Economics (3 credits)
    - 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.

Human Resources Track

- Complete one of the following Human Resource Management courses (3 cr.):
    - BUSE-E554 Human Resource Management
    - BUEA-M558 Human Resource Management
    - BUNW-G514 Human Resource Management
    - BUKO-Z542 Strategic Human Resource Management
- Complete three of the following electives (9 cr.):
    - BUKO-C570 or BUSE-E574 Strategic Staffing
    - BUKO-L506 Employment Problems and the Law
    - BUSE-E549 Industrial (Labor) Relations
    - BUSE-E558 Total Compensation
    - BUSE-E585 Training and Development
    - BUSE-E559 Performance Management
- *Students from non-business undergraduate backgrounds must complete BUSE-A500 Speaking the Language of Business as one of the electives.

Chancellor's Master of Science in Strategic Finance (ONLINE)

The Chancellors' Master of Science in Strategic Finance (M.S.S.F.) is designed to advance the careers of financial professionals in the private sector and public accounting. The M.S.S.F. develops knowledge, skills, and abilities in cost management, financial management, business analysis and valuation, financial statement analysis as well as decision modeling and simulation.

Additional topics covered include fraud in financial management and advanced corporate financial strategy. Elective courses focus on enhancing the financial professional's abilities in specific areas, such as investment management, international financial management and taxation and auditing.

The Chancellors' Master of Science in Strategic Finance has three tracks that a student can select from: Investments, Managerial Finance or Accounting.

Program Learning Outcomes

1. Students#will evaluate#accounting and finance concepts and#principles.
2. Students will effectively apply and integrate accounting and finance concepts and#tools#for analysis and decision-making.
3. Students#will interpret and respond to#financial and#accounting information.
4. Students#will develop#ethical#strategies to address#issues#faced by#financial#and accounting professionals.

Program Learning Outcomes

The following describes the learning outcomes for the Chancellor's Master of Science in Strategic Finance program:

1. Students will evaluate accounting and finance concepts and principles.
2. Students will effectively apply and integrate accounting and finance concepts and tools for analysis and decision-making.
3. Students will interpret and respond to financial and accounting information.
4. Students will develop ethical strategies to address issues faced by financial and accounting professionals

Course Requirements

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

Core Courses: Eight courses (24 credit hours)

- BUSE-E 594 Business Analysis & Valuation
- BUSE-E 577 Financial Statement Analysis
- BUSE-A 507 Modeling & Simulation
- BUSE-E 589 Intermediate Accounting I or BUKO-A 511 Financial Accounting Theory and Practice I
- BUSE-C 522/BUEA-F 510/BUNW-C517 Financial Management
- BUSE-E 595 Advanced Corporate Finance or BUSB-F 542 Strategic Financial Management
- Complete one of the following courses:
    - BUSE-A 505 Strategic Cost Management
    - BUNW-A 513 Accounting for Decision Makers
    - BUSB-F 503 Decision-Making Tools in Accounting
    - BUKO-D 542 Advanced Managerial Accounting
- BUSB-C502 The Legal & Ethical Environment of Business or BUSE-E 597 Fraud Issues in Business

Track Courses: Two courses (6 credit hours)

Complete one of the following track options:

Investment Track

- BUSE-E 557/BUKO-C 555/BUSB-F 514/BUNW-F 524 Investment Management
- One of the following:
  - BUSE-E 567 Portfolio Management & Investment Analysis
  - BUSB-F 517 Financial Markets and Institutions
  - BUNW-F 517 Speculative Markets and Investment Strategy

Accounting Track

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

Managerial Finance Track - choose two from the following list:

- International Finance; one of the following:
  - BUSE-E 568/BUEA-F 511 International Financial Management
  - BUKO-F 571 International Corporate Finance
  - BUSB-F 530 International Finance
- Markets and Investments; one of the following:
  - BUSE-E 567 Portfolio Management and Investment Analysis
  - BUSB-F 517 Financial Markets and Institutions
  - BUNW-F 517 Speculative Markets and Investment Strategy

Investment Management; one of the following:

- BUSE-E 557/BUNW-F 524/BUSB-F 514 Investment Management
- BUKO-C 555 Investments

Certificates

Postbaccalaureate Certificate in Accounting

The Postbaccalaureate Certificate in Accounting program is intended to provide students with concentrated training in accounting and closely related fields and is designed for those who want to develop proficiency in accounting, an area where there is likely to be an adequate market demand for the next several years.

The program is open to anyone who possesses a bachelor's degree in any field from an accredited college or university. The only requirements for entry are an application and official transcript for all undergraduate work must be submitted to the School of Business and Economics. The program is keyed to the needs of a broad spectrum of individuals who wish to move into a field that is both challenging and rewarding. Enrollment may be either full time or part time. The length of time required to complete this program depends on undergraduate courses already completed. The full range of counseling and placement services of the school is available to certificate students.

Admissions

Students should submit a completed application, application fee, and official transcripts showing their undergraduate degree. For students who may need a refresher in computer technology or programs such as Microsoft Excel, we suggest that they take advantage of the self-tutorials online. New students will be advised of their options once admitted.

Prerequisites

Prior to enrolling in courses in the M.B.A. Certificate in Management or Accounting programs, students should meet minimum proficiencies in math and computer skills. Students should have a minimum of a college-level finite mathematics class. The Indiana University course equivalent is MATH M118 Finite Mathematics. Students are also expected to be proficient in Microsoft Word, Excel, Access, and PowerPoint. Candidates who are deficient in any of these areas should speak with the director of Undergraduate and Graduate Programs to review the different options available to them to satisfy the prerequisites.

Transfer Credits

Up to 6 credit hours can be granted for courses taken at other accredited colleges and universities, provided that the student submits evidence (for example, catalog descriptions of courses) that the courses are equivalent to those specified in the Postbaccalaureate Certificate in Accounting program. A student who has already successfully completed, whether as an undergraduate or graduate student, any course specified in the program can, at his or her option, repeat the course or take another approved course.

Course Requirements

(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 424 Auditing (3 cr.)
- Additional accounting elective (3 cr.)
- BUS-F 301 Financial Management (3 cr.)
- Select one of the following
  - BUS-F 420 Investments (3 cr.)
  - BUS-F 494 International Finance (3 cr.)

No more than 6 credit hours in business law and no more than 6 credit hours in computer science.

Students who wish to sit for the Indiana CPA exam must meet these requirements. Additional coursework may be needed. Consultation with the director is strongly advised to ensure meeting these requirements.

Graduate Certificate in Management

The Graduate Certificate in Management (GCM) is a 15-credit hour program of study in management designed for individuals who work full-time but want to enhance their current management skills or add a graduate certificate to an existing undergraduate degree. This 15-credit hour Certificate can be finished on a part-time basis in as little as 9-12 months. The five courses that make up the certificate are the five foundation courses in the MBA and will apply towards the MBA should a student wish to continue their studies. This program is intended for someone with an undergraduate degree in a field other than business who may not wish to pursue a Master's degree just yet.

Admission

Students should submit a completed application, application fee, and official transcripts showing their undergraduate degree. For students who may need a refresher in computer technology or programs such as Microsoft Excel, we suggest that they take advantage of the self-tutorials online. New students will be advised of their options once admitted.

Course Requirements

(15 cr.)

- A512 Statistical Tools for Managers (3 cr.)
- A513 Accounting for Decision Making (3 cr.)
- A514 Economics for Managers (3 cr.)
- B511 Marketing Management (3 cr.)
- B512 Financial Management (3 cr.)

School of Education

Administrative Officers

Mark B. Sperling, Ed.D., *Interim Dean*Amanda Demmond, M.A., *Graduate Academic Advisor & Coordinator of Education Student Services*Taylor Calhoun, B.S., *Pre-Professional Academic Advisor and Coordinator of Education Student Services*
Kelly Zieba, B.A., *Director of Enrollment Management, Finance, and Operations*

Phone: (219) 980-6510
Website: www.northwest.iu.edu/education/

Overview

Degrees Offered

Bachelor of Science degree in Elementary Education
Bachelor of Science degree in Secondary Education
Minor in Sports Management
Master of Science degree in Elementary Education
Master of Science degree in Secondary Education
Master of Science degree in Elementary Education - Urban Option 1
Master of Science degree in Secondary Education - Urban Option 2
Master of Science degree in Educational Leadership
Ed. S. in Educational Leadership (Online)
E.L. (English Language) Graduate Certificate (Online)

The Student's Responsibility

Advisors and directors assist students in planning a program of study to satisfy requirements, but each student assumes final responsibility for meeting all deadlines and all requirements.

Contact Information

School of Education
IU Northwest
Hawthorn Hall, Room 354
3400 Broadway
Gary, Indiana 46408
(219) 980-6510

Contact the School of Education for additional contact information.

Mission

The School of Education (SOE) supports and facilitates the shared vision of IU Northwest by collaborating and cooperating with other educational institutions, external partners, and surrounding communities to further excellence in educational processes and enhance the overall quality of life in those communities.

In light of these commitments, the mission of the SOE at IU Northwest is to prepare professional educators who have the knowledge, skills, and dispositions essential for becoming reflective professionals and lead teachers.

Accreditation

The Council for Accreditation of Teacher Preparation (CAEP) fully accredits IU Northwest's School of Education.The Indiana Department of Education has approved all IU Northwest SOE programs for teacher and administrative licensing through the bachelor's and master's levels.

Services

Academic Advisement

This service helps students plan a complete program of study leading to a degree and/or teacher licensing. Students should consult their advisors before registering for classes each semester.

Ombudsperson

Each academic year one faculty member is designated to be the ombudsperson for the students in the School of Education. The function of the ombudsperson is to meet with students to resolve their academic problems. Discussions are handled *confidentially*. The name of the current ombudsperson is available in the Office of Education Student Services.

Dispositions

The School of Education requires professionalism from students in every class, field experience, and student teaching. The faculty has developed a position statement on its expectations for memebrs of learning communities. Dispositions are contained in every course syllabus for student reference. Any student who violates professional norms will be counsel through an incident referral and disciplinary process that, if warranted, may culminate in dismissal fro mthe School of Education program.

Licensure

The School of Education provides services for obtaining teaching licenses. Additional information is available in the Office of Education Student Services.

Honors

Degrees Awarded with Distinction

The SOE recognizes outstanding performance in coursework by awarding degrees with three levels of distinction. The levels of distinction, which are printed on the transcript and IU diploma, are determined by the overall cumulative grade point average:

3.55 - 3.699 Distinction
3.70 - 3.849 High Distinction
3.85 - 4.00 Highest Distinction

Bachelor of Science in Education

The School of Education at IU Northwest offers bachelor's degrees in Elementary Education and Secondary Education.

Admission

Admission to the Teacher Education Program (TEP)

The Teacher Education Program (TEP) begins in the junior year for Teaching All Learners/Elementary Education students and in the junior year for Secondary and Visual Arts Education students and focuses on helping students acquire the knowledge and skills necessary to become a reflective professional teacher. This program is based upon the SOE's Reflective Professional Model. The research- based conceptual framework for this model contains nine program outcome areas:

- Communications Skills
- Higher-Order Thinking Skills
- Instructional Media Services and Technology
- Learning and Development
- School Culture and Diversity
- Instructional Design and Delivery
- Classroom Management
- Assessment and Evaluation
- Professional Development

Student Portfolio

The student portfolio shall consist of artifacts, scoresheets and reflections created by the student that demonstrate the acquisition of the knowledge and skills within each of the nine initial program outcomes. The student will begin to create the portfolio prior to entering the TEP. Specific portfolio checkpoints have been established in both the elementary and secondary programs. The portfolio must be completed prior to student teaching.

Admission to the Teacher Education Program - Admission Requirements

- Application for admission to the Teacher Education Program must be filed prior to the beginning of the semester in which students plan to start.
- Students must have successfully completed at least 26-45 credit hours with a cumulative grade point average of at least 2.50 and have submitted an Extended Criminal Background Check.
- Students must have successfully completed with a grade of C or higher ENG W131 Elementary Composition (3 cr.), SPCH S121 Public Speaking (3 cr.), EDUC W200 Using Computers in Education (3 cr.), EDUC F200 Examining Self as Teacher (3 cr.), EDUC K205 Introduction to Exceptional Children, and EDUC P250 Educational Psychology (3 cr.).
- Students must have passed all parts of the Praxis Core Exam (reading, writing, and mathematics). The cutoff scores are available in the Office of Education Student Services
- Requests for exceptions are handled by the Admissions and Reinstatement Committee and should be addressed to the Dean of the School of Education.

Student Teaching Program

In the Student Teaching Program, the student assumes all the responsibility for teaching in an elementary, special education, or secondary classroom.

Admission Requirements

- File an application for admission to the Student Teaching Program at least six calendar months before the beginning of the student teaching semester. (Deadlines are sent to students via university listserv)
- Complete at least 30 of the last 60 credit hours of academic work at IU Northwest, including the professional methods courses.
- Have at least a 2.50 cumulative grade point average with grades of C or higher in all required cognate and education courses.
- Be at least a first-semester senior. Normally, this will mean that the student has satisfactorily completed at least 86 credit hours of academic work.
- In the case of Elementary Education majors, complete required work in the areas of language arts, mathematics, science, and social studies.
- In the case of SH/JH /MS education majors, complete at least 85 percent of the major teaching area requirements and 75 percent of the minor teaching area requirements.
- Complete all required professional methods courses within three years prior to enrolling in student teaching.
- Pass the prestudent teaching portfolio check.
- Pass the all examinations required for teacher licensing by the Indiana Department of Education.
- If an interview is requested by the cooperating institution, the student must participate in an interview with a representative of the institute or agency in which the student teaching will be completed and obtain a favorable recommendation.

Students are discouraged from taking additional academic work during the same semester of enrollment in student teaching.
The Director of Student Teaching and Field Experiences shall be the sole judge as to whether the student has met the requirements for admission to, and continuing in, the Student Teaching Program.

Completion of the Student Teaching Program and Application for a Teaching License

- Obtain a satisfactory recommendation from the Director of Student Teaching and Field Experiences

The student will be eligible for a teaching license when the baccalaureate degree has been granted, all required Indiana Core and Pedagogy exams have been passed, an extended criminal background check shows no negative activity, and fees and licensing requirements by the Indiana Department of Education have been paid and/or satisfied.

Policies & Procedures

Undergraduate Programs

Admission to the School of Education expires upon receipt of a degree, upon completion of special admission work, or when no work has been completed on this campus in a period of one calendar year. Students must then reapply for admission to the school.

Admission and Reinstatement Appeals

A student whose enrollment was terminated by the SOE may petition for reinstatement to the Education Admission and Reinstatement Committee.

Credit Transfer Policy for Baccalaureate Degrees

Undergraduate students wishing to transfer from other institutions should first call or write the admissions office at IU Northwest for information concerning admission and transfer of credit. Even though credit hours are transferred through the admissions office, they may or may not be applicable to degree programs in the SOE. The SOE determines the acceptance of transferred credit.

Two major concerns underlie this policy: program integrity and fairness. The SOE ensures program integrity through counseling and mentoring by faculty. Fairness is ensured through collaborative planning by the student and his/her faculty mentor.

Credit transfer is administered by the IU Northwest admissions office and the academic advisor of the SOE with the advice of appropriate faculty, including the student's faculty advisor. Formal appeals of decisions and the consideration of requests for exceptions to existing policy are provided for by a standing committee of the faculty of the SOE.

Credit transfers for a course must not be confused with performance criteria for a degree, certificate, or license.

Academic work from a regionally accredited college or university that is certified by the state of Indiana, or a body of similar stature, to offer teacher education and for which a student grade is at or above the level of C, may be transferred for credit but will be transferred for program requirements subject to the following conditions.

Undergraduate or graduate students who have successfully completed any course at any other Indiana University campus that is part of a program at IU Northwest will receive full credit for that course. These will be considered on a case-by-case basis.

The last 30 credit hours of any undergraduate degree program to be awarded by IU Northwest must be completed after being admitted to the SOE at IU Northwest.

Acceptance into a degree, license, or program must be accompanied with an approved program of studies that has been validated by appropriate faculty and certification advisors within the SOE at IU Northwest.

Electives

Free electives for Senior High/Junior High/Middle School majors are those courses applied toward the required credit hour total, but not applied to the area of general education, subject major, or subject minor. Courses numbered 100 or higher may be used as free electives. No College of Arts and Sciences courses with a J prefix and no courses without a departmental prefix may be used as electives.

Field Experiences

When applying for admission to an undergraduate education program, students should know that some semesters of the education coursework require field experiences in local schools.

Completion of Student Teahcing and Application for a Teaching License

Students must obtain a satisfactory recommendation from your advisor to apply for Student Teaching as required by the calendar for applications. The student will be eligible for a teaching license when the baccalaureate degree has been granted, all required Indiana PRAXIS Core, Teaching and Learning and Content exams have been passed, an extended criminal background check shows no negative activity, and fees and licensing requirements by the Indiana Department of Education have been paid and/or satisfied.

Good Standing

To maintain good standing within the SOE, undergraduate students must keep a cumulative grade point average of at least 2.5. Students whose GPA falls below 2.5 will be placed on probation. Students whose GPA remains below 2.5 a second semester will be placed on strict academic probation.

Students on strict academic probation whose GPA does not rise above 2.5 will be dismissed from the SOE.

Semester Load

A full-time undergraduate student is expected to carry 12-17 credit hours of academic work per semester. If students have earned a cumulative grade point average of at least B (3.0) in all work taken at Indiana University, they may receive permission from the SOE Dean or Director of Education Student Services to carry 18 credit hours or more in a semester. Education students are discouraged from enrolling in more than 6 credit hours of academic work during Summer Sessions. It is recommended that a person who is employed full time take no more than 6 credit hours of academic work.

Bachelor of Science in Education

School of Education: Initial Licensure Programs

Program-level Outcomes

1. **Learner and Learning:** The candidate's decision-making prioritizes an engaged learning community that promotes students' dignity, autonomy, and belonging.

2. **Learner and Learning:** The candidate's instruction uses multiple means of engagement, representation, action, and expression to support students' cognitive, linguistic, social, emotional, and physical development, including those with diverse learning differences.
3. **Content: Concepts:** The candidate's instruction demonstrates well-chosen combinations of central concepts and essential discipline-specific knowledge.
4. **Content: Pedagogy:** The candidate's instruction creates powerful learning experiences that engage students in critical thinking and/or different perspectives using pedagogy well-suited to the content area.
5. **Instructional Practice: Assessment:** The candidate's decision-making prioritizes students' needs as revealed in data generated by different assessment tools.
6. **Instructional Practice: Planning:** The candidate identifies challenging instructional goals and well-designed methods and materials for scaffolding students' learning.
7. **Instructional Practice: Strategies:** The candidate chooses a variety of instructional strategies that provide students sustained opportunities to develop essential skills while building their understanding of content knowledge.
8. **Instructional Practice: Technology:** The candidate integrates technology tools and resources to enhance students' understanding of content knowledge and mastery of essential skills.
9. **Professional Responsibility: Active Engagement:** The candidate takes initiative to make productive contributions while helping others achieve shared goals of activities.
10. **Professional Responsibility: Collaboration:** The candidate takes initiative to collaborate with others to ensure learners' growth; is open to other people's ideas and suggestions; seeks positive solutions to achieve shared goals.
11. **Professional Responsibility: Growth Orientation:** The candidate practices an ongoing cycle of evidence-gathering, monitoring, and reflecting on how specific aspects of professional practice impact others.
12. **Professional Responsibility: Integrity:** The candidate consistently displays trustworthiness in upholding ethical standards in all interactions with others in professional contexts.
13. **Professional Responsibility: Communication:** The candidate adapts communication style to different audiences and contexts; safeguards personal information in public and private contexts thereby affirming the dignity of others.
14. **Professional Responsibility: Respect:** The candidate advocates on behalf of others by affirming other people's perspectives and explicitly addressing potential biases.
15. **Professional Responsibility: Responsibility:** The candidate fulfills expectations involved in the different roles a teacher performs in varying school and community contexts.

Bachelor of Science in Education Degree Requirements

- Regular matriculation requirements of the university.
- A cumulative grade point average of at least 2.5.
- Successful completion of 35 credit hours of junior- and senior-level courses (courses numbered higher than 299).
- Successful completion of at least 30 of the last 60 credit hours of academic work, including the teaching methods courses, in residence at IU Northwest preceding admission to student teaching.
- Successful completion of at least 120 credit hours of appropriately distributed academic credit hours within seven calendar years of the intended date of receipt of the degree. Any work completed seven or more calendar years prior to that date will be subject to review to determine its acceptability toward the degree. Methods courses three or more calendar years old and student teaching two or more years old will also be subject to review.
- Successful completion of all required courses and a grade of C or better in all required EDUC courses.
- Successful completion of all program checkpoint and portfolio requirements.
- Demonstration of specific knowledge, performances, and dispositions as required by the Indiana Department of Education.

Application for Degree

When students register at IU Northwest the last time before completing the requirements for a degree in the School of Education, they should file an application for the degree with the Office of Education Student Services. Students completing work for degrees in the SOE in absentia must notify the same office at least one semester prior to the time when the degree is to be granted.

Elementary / Special Education Initial Program

General Education Requirements Teaching All Learners: Elementary / Special Education Initial Program

The School of Education prepares students in the Teaching All Learners: Elementary Education Initial Program (TAL) for careers teaching in elementary K-6 and special education classrooms grades K-6.

Candidates who complete this program will receive a Bachelor of Science degree in Elementary Education and are eligible for the Elementary Generalist (K-6), Exceptional Needs—Mild Intervention.

General Education Requirements (56 cr.)

Language Arts (6 cr.)

- ENG W131 Elementary Composition

- SPCH S121 Public Speaking

Cultural and Historical Studies (6 cr.)

- EDUC M300 Teaching in a Pluarlistic Society
- EDUC H340 Education and American Culture

Social and Behavioral Studies (6 cr.)

- EDUC P250 Educational Psychology
- POLS Y103 Introduction to American Politics

Mathematical, Physical, and Life Sciences (23 cr.)

- MATH T101 Mathematics for Elementary Teachers I
- MATH T102 Mathematics for Elementary Teachers II
- MATH T103 Mathematics for Elementary Teachers III
- BIOL L100 Humans and the Biological World (with lab)
- GEOL G101 Introduction to Earth Science
- GEOL G102 Itoduction to Earth Science Lab
- EDUC Q200 Inquiry for Elementary Teachers

Health and Physical Education (6 cr.)

- HPER P290 Movement Experiences for Preschool and Elementary School Children
- HPER H414 Health Education in Grades K-8

Arts and Humanities (13 cr.)

- HIST H105 or HIST H106 American History 1 or 2
- HIST A363 Hoosier Indiana History
- ENG L390 Children's Literature or EDUC X460 Books for Reading Instruction
- EDUC M323 Teaching Music in the Elementary Schools
- EDUC M333 Art Experiences for the Elementary Teacher

Educational Foundation Requirements (9 cr.)

- EDUC F200 Examining Self as Teacher
- EDUC W200 Using Computers in Education
- EDUC K205 Introduction to Exceptional Children

Checkpoint #1

- Successful completion of Praxis Core exams
- Grade of C or higher all Education Foundations courses
- Cumulative GPA of 2.5 or higher

Teacher Education Requirements
Professional Education

Teacher Education Program (TEP) (48 cr.)

The TEP courses are sequenced into five blocks that must be completed in order. Candidates may begin the Teacher Education Program only when they have completed the requirements listed earlier in this bulletin. Each of these courses must be completed with a grade of C or higher before a student can continue in the program. The professional education courses listed as follows may be taken only after admission into the Teacher Education Program.

First Block (12 cr.)

- EDUC M201 Lab/Field Experience
- EDUC M310 General Methods
- EDUC K343 Education of the Socially and Emotionally Disturbed I
- EDUC E339 Methods of Teaching Language Arts
- EDUC M311 Creating Learning Environments

Second Block (12 cr.)

- EDUC K370 Itnroduction to Learning Disabilities
- EDUC E340 Methods of Teaching Reading I
- EDUC E325 Social Studies in the Elementary Schools
- EDUC M301 Field Experiences

Third Block (12 cr.)

- EDUC E341 Methods of Teaching Reading II
- EDUC K344 Education of the Socially and Emotionally Disturbed II
- EDUC K362 Education of Children with Learning Problems
- EDUC K495 Practicum in Special Education

Fourth Block (12 cr.)

- EDUC E328 Science in the Elementary Schools
- EDUC E343 Mathematics in the Elementary Schools
- EDUC P345 Academic and Behavioral Assessment of the Mild Handicapped Child
- EDUC M304 Field Experiences

Checkpoint #2

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 2.5 of higher

Fifth Block (15 cr.)

- EDUC M425 Student Teaching: Elementary
- EDUC K480 Student Teaching: Special Education
- EDUC W310 Integrating Technology K-12

Checkpoint #3

- Successful completion of Student Teaching
- Grade of C or higfher in all required EDUC courses
- Cumulative GPA of 2.5 or higher

UTEP Elementary Education program - Option 1
Option I is designed for undergraduates and offers a unique opportunity for those enrolled in the SOE to do a field experience and student teaching in an urban school and obtain teacher certification in elementary education.

Checkpoint #1

- Successful completion of Praxis Core exams
- Grade of C or higher in all required courses of Prerequisite Content Knowledge
- Cumulative GPA of 2.5 or higher

(Fall)

- EDUC E518: Workshop in General Elementary Education (emphasis on classroom management)
- EDUC P510**:** Psychology in Teaching

(Spring)

- EDUC S516 Methods in Teaching Science
- EDUC E543: Methods in Teaching Mathematics
- EDUC E545: Methods of Teaching Reading

(Summer)

- EDUC K505 Introduction to Special Education for Graduate Students
- EDUC E100: Methods of Teaching Physical Education
- EDUC M323: The Teaching of Music in Elementary Schools
- EDUC M333: The Teaching of Art in Elementary Schools

(Fall)

- EDUC E547: Teaching of Social Studies in Elementary Schools
- EDUC E549: Teaching of English Language Arts and Writing in Elementary Schools

Checkpoint #2

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 3.0 or higher

(Spring)

- EDUC M 550: Student Teaching Practicum EDUC T 550: Culture/Community Forces and the Schools

Checkpoint #3

- Successful completion of Student Teaching
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 3.0 or higher

Secondary Education Program

Required General Education Courses

Secondary education majors must check with the Office of Education Student Services for changes in requirements.

The general education courses required for this program provide a liberal education regardless of teaching major.

Writing and Speaking (6 cr.)

- o ENG W131 Reading, Writing and Inquiry I
- o SPCH S121 Public Speaking

Mathematical, Physical and Life Sciences (minimum 11 cr.)

- MATH M100
- MATH K200
- One Natural Science with a lab (4-5 cr.). Select one of the following:
  - BIOL L100 Humans and the Biological World (5 cr.)
  - GEOL G101 Introduction to Earth Science: Lecture (4 cr.) and GEOL G102 Introduction to Earth Science: Lab (1 cr.)

Math and Science majors should check with their advisors and take the most appropriate courses.

Social and Behavioral Sciences

- One approved elective (3 cr.)

Social studies majors must take SOC S161 Principles of Sociology (3 cr.) or PSY P101 Introductory Psychology I (3 cr.)

Arts and Humanities (6 cr.)

- Approved Elective (3 cr.)
- Approved Elective (3 cr.)

Cultural and Historical studies (6 cr.)

- EDUC M300 Teaching in a Pluralistic Society (3 cr.)
- EDUC H340 Education & American Culture (3 cr.)

Total (34-36 cr.)

Educational Foundation Courses

- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC P250 Educational Psychology (3 cr.)

Total (12 cr.)

Professional Education Courses

The required education courses are sequenced into four blocks that must be completed in order. Each course must be completed with a grade of C or better before a student can continue in the program. The professional education courses listed as follows may only be taken after admission into the Teacher Education Program.

Checkpoint #1

- Successful completion of Praxis Core exams
- Grade of C or higher all Education Foundations courses
- Cumulative GPA of 2.5 or higher

Block 1 (FALL)

- EDUC M201 Lab/Field Experience
- EDUC H340 Education & American Culture
- EDUC M311 General Methods
- EDUC M201 Laboratory/Field Experience

Block 2 (SPRING)

- EDUC M314 General Methods
- EDUC M301 Laboratory/Field Experience
- EDUC M469 Content Area Literacy

Block 3 (FALL)

- EDUC M300 Teaching in a Pluralistic Society
- EDUC M304 Laboratory/Field ExperienceEDUC P407 Psychology Measurement in the Schools
- The appropriate methods course for each specific teaching major.
  - EDUC M430 Foundations of Art Education and Methods II
  - EDUC M446 Methods of Teaching SH /JH/ MS Science
  - EDUC M452 ELA
  - EDUC M483 Teaching Social Studies 5-12
  - EDUC M459 Teaching Mathematics 5-12

- EDUC M445 Spanish & French

Block 4(SPRING)

- EDUC M480 Student Teaching in the Secondary School (12 cr.)
- EDUC W310

Checkpoint #2

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 2.5 or higher

Checkpoint #3

- Successful completion of Student Teaching
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 2.5 or higher

Required Courses for Majors

- **Teaching Majors Available** - Credit for at least 36 credit hours must be obtained in each subject area (not including the methods). Some majors require more than 36 credit hours. To have a science major, students must select one licensure area. To have a social studies major, students must select one licensure area in addition to historical perspectives.
- English
- Mathematics
- Science with licensure areas in
  - Life Science
  - Chemistry
  - Earth/Space Science
- Social Studies with licensure areas in
  - Historical Perspectives (required)
  - Economics
  - Government (Political Science)
  - Psychology
  - Sociology
- Visual Arts
- Modern Languages French or Spanish
-

Required Courses for English Major

- Select one of the following (3 cr.)
  - ENG G207 Grammar and Usage
  - ENG W301 Writing Fiction
  - ENG L315 Major Plays of Shakespeare
  - ENG L440 Senior Seminar
  - THTR T120 Acting 1: Fundamentals
- Literature in World Context (3 cr.)
  - One approved elective at the 200 level or above
- Adolescent Literature (3 cr.)
  - ENG L391 Young Adult Literature
  - EDUC X460 Books for Reading Instruction
- Optional Tracks (15 cr.)
  - Literature
    - British Literature: ENG L211 (or a course from L305-L314) and ENG L212 (or a course from L326-348)
    - American Literature: One from ENG L350-363 and ENG-L Elective at the 200 level or above
  - Writing
    - ENG W231
    - ENG W303
    - ENG W311
    - ENG W350
    - ENG W approved elective at the 200 level or higher

Required Courses for Mathematics Major

Math Content Area Requirements (38 credits)

- Calculus: Math M125 Pre-Calculus, Math M215 Calculus 1, Math M216 Calculus II, Math 311 Calculus III
- Probability & Statistics: Math M360 Probability, Math M366 Statistical Inference
- Geometry: Math T336 Euclidean Geometry
- Linear & Proofs: Math M301 Linear Algebra Math M391 Number Systems
- Electives: Choose two of:
  - Math M343 Differential Equations
  - Math M403 Modern Algebra
  - Math M405 Number Theory
  - Math M413 Analysis
  - Math M277 equivalent to M447 Math of Operations Research (Pre-Requisites: M301, M311 & M360)

Required Courses for Science Major

Science Candidates must select at least one licensure area from the following: life science, chemistry, and earth/space science. Candidates must complete all core courses as well as all courses in their chosen licensure area.

Core Courses

- BIOL L101 Introduction to the Biological Sciences (4 cr.)
- CHEM C105 Principles of Chemistry (3 cr.)
- CHEM C125 Experimental Chemistry (2 cr.)
- GEOL G101 Introduction to Earth Science: Lecture (3 cr.)
- GEOL G102 Introduction to Earth Science: Laboratory (1 cr.)
- GEOL G185 Global Environmental Change (3 cr.)

Life Science

- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- PHYS P101 Physics in the Modern World (4 cr.)
- BIOL L102 Introduction to the Biological Sciences II (4 cr.)
- BIOL L211 Molecular Biology (3 cr.)
- BIOL L473 Ecology (4 cr.)
- BIOL M200 Microorganism in Nature in Disease (4 cr.) or BIOL M310 Microbiology (3-4 cr.)
- One approved elective # 300 level

Chemistry

- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- CHEM C341 Organic Chemistry I (3 cr.)
- CHEM C343 Organic Chemistry Laboratory I (2 cr.)
- AST A105 Stellar Astronomy (3 cr.)
- PHYS P201 or PHYS P221 General Physics I (5 cr.)
- PHYS P202 or PHYS P222 General Physics II (5 cr.)
- One approved elective # 300 level

Earth/Space Science

- AST A100 The Solar System (3 cr.)
- AST A105 Stellar Astronomy (3 cr.)
- PHYS P101 Physics in the Modern World (4 cr.)
- GEOL G209 History of Earth (3 cr.)
- GEOL G221 Introductory Mineralogy (4 cr.)
- GEOL G222 Introductory Petrology (4 cr.)
- GEOG G304 Meteorology and Physical Climatology (3 cr.) or GEOL G210 Oceanography (3 cr.)
- One approved elective # 300 level

Required Courses for Social Studies Major

Social Studies Content Area Requirements (36 credits)

Historical Perspectives (24 credits)

- HIST H113 Western Civilization I
- HIST H114 Western Civilization II
- HIST H 105 American History 1
- HIST H106 American History II
- HIST H215 Proseminar in History
- HIST B391 Themes – World History
- HIST J495 Proseminar for History Majors

Social Sciences (21 credits)

- ANTH A104 Cultural Anthropology
- GEOG G110 Introduction to Human Geography
- PSY P101 Introduction to Psychology
- SOC S161 Principles of Sociology
- POLS Y103 Intro to American Politics
- POLS Y384 Political Thoughts
- ECON E 1111 Issues in Economic History

Adolescent Literature (choose one)

- ENG L391 Young Adult Literature or EDUC X460 Books for Reading Instruction

Required Courses for Spanish or French Education Major

Candidates can choose to earn teaching licensure at the secondary level in either French or Spanish through the undergraduate or graduate Urban Teaching Education Program (UTEP).

The UTEP track is designed for the candidate who possesses a bachelor's degree from an accredited institution in subjects other than education with at least a 2.5 grade point average and appropriate coursework in either French or Spanish. Further information on entering and the timing of taking the Praxis CORE exams for the UTEP program can be provided by the Graduate Student Advisor.

All students will take the French or Spanish Methods Course in the Fall semester of their matriculation.

Pre-professional requirements include:

- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC P250 Educational Psychology (3 cr.)

Spanish Language Education Initial Licensure Program

Students are required to have 21 credits of Language, 9 credits of Literature, 6 credits of Culture and Civilization and 6 elective credits, have a 2.5 cumulative GPA and pass the Praxis Core examination for entrance into the UTEP Initial Licensure Program.

Language (21 cr.)

- SPAN S200 2nd year Spanish I
- SPAN S250 2nd year Spanish II
- SPAN S311 Spanish Grammar
- SPAN S312 Written Composition in Spanish
- SPAN S317 Spanish Conversation & Diction
- SPAN S323 Introduction to Translating

Literature (9 cr.)

- SPAN S360 Introduction to Hispanic Literature

Two of the following:

- SPAN S408 Survey of Spanish Literature II
- SPAN S420 Modern Spanish-American Prose Fiction
- SPAN S435 Literatura chicano y puertoriqueno

Culture and Civilization (6 cr.)

- SPAN S363 Introduction to Hispanic Culture

One of the following:

- SPAN S410 Contemporary Hispanic Culture and Conversation
- SPAN S411 Spanish Culture and Civilization
- SPAN S412 Spanish America: Cultural Context
- SPAN S470 Women and Hispanic Culture
- SPAN S479 Mexican Literature

Block 1 (6 credits)

- EDUC S510 Development of Secondary School Programs
- EDUC S508 Problems in Secondary Education

Block 2 (9 credits)

- EDUC P507 Assessment in Schools
- EDUC T550 Culture & Community Forces in the Schools
- EDUC K505 Introduction to Special Education for Graduate Students

Block 3 (6 credits)

- EDUC M501 Laboratory/Field Experience
- EDUC S508 Problems in Secondary Education

Block 4 (6 credits)

- EDUC M550 Student Teaching

- EDUC L517 Content Reading and Literature

French Language Education Initial Licensure Program

All students will take the French Methods Course in the Fall semester of their matriculation.

Pre-professional requirements include:

- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC P250 Educational Psychology (3 cr.)

Requirements

- Chosen among FREN-F 300, FREN-F 305, FREN-F 306, FREN-F 328, FREN-F 375, FREN-F 380, and FREN-F 391 (12 cr.)
- 400 level courses (9 cr.)

Language (18 credits)

- FREN F200 2nd-Year French I
- FREN F250 2nd-Year French II
- FREN F328 Advanced French Grammar and Composition
- FREN F380 French Conversation
- FREN F480 Adv. French Conversation
- FREN F495 Individual Readings in French

Literature (9 credits)

- FREN F375 Themes et perspectives litteraires et culturels

of the following:

- FREN F300 Lectures et analyses litteraires
- FREN F305 Théâtre et essai
- FREN F306 Roman et poésie

of the following:

- FREN F424 Comédie classique
- FREN F441 Literature and Culture of the Francophone World
- FREN F443 19th Century Novel
- FREN F450 Colloquium in French Studies
- FREN F452 Civilisation et literature québécoise
- FREN F463 Civilisation française I
- FREN F464 Civilisation française II
- FREN F495 Individual Readings in French

Culture and Civilization (6 cr.)

- FREN F375 Themes et perspectives litteraires et culturels

of the following:

- FREN F391 French Film
- FREN F495 Individual Readings in French

Electives (6 cr)*

- Any 300 or 400 course in French.

Block 1 (6 credits)

- EDUC S510 Development of Secondary School Programs
- EDUC S508 Problems in Secondary Education

Block 2 (9 credits)

- EDUC P507 Assessment in Schools
- EDUC T550 Culture & Community Forces in the Schools
- EDUC K505 Introduction to Special Education for Graduate Students

Block 3 (6 credits)

- EDUC M501 Laboratory/Field Experience
- EDUC S508 Problems in Secondary Education

Block 4 (6 credits)

- EDUC M550 Student Teaching
- EDUC L517 Content Reading and Literature

Urban Teaching Education Program - Option II (Secondary)

The Urban Teacher Education Program (UTEP) is experience-rich, field-based, and leads to teacher licensing in selected areas through undergraduate and graduate programs. Option II is designed for non-education majors who desire to be urban teachers and who hold a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale. Successful completion of the program (licensure) requires completing all content area coursework stipulated for the licensure area (with a minimum grade of a C); teaching will be obtained by demonstrating successfully functioning in an urban classroom; receiving a satisfactory evaluation of performance by a mentor, university supervisor, and building administrator; state required licensing exams and required course and portfolio requirements.

Checkpoint #1

- Successful completion of Praxis Core exams
- Grade of C or higher in required Content Area courses
- No more than 9 hours of required Content Area coursework uncompleted
- Cumulative GPA of 2.5 or higher

These two coursesmust be taken sequentially: :

- EDUC S508 I Problems in Secondary Education (Spring only)
- EDUC S508 II Problems in Secondary Education (Fall only)

These courses can be taken as they are offered:

- EDUC-S510 Methods of Teaching in Secondary Urban
- EDUC P507 Assessment in Schools
- EDUC T550 Culture & Community Forces in the Schools
- EDUC K505 Introduction to Special Education for
- EDUC M501 Laboratory/Field Experience
- EDUC L517 Content Reading and Literature

Checkpoint#2

- Completion of IDOE-required licensure exams
- Grade of C or higher in all required EDUC courses

- Grade of C or higher in all required Content Area courses
- Cumulative GPA of 3.0 or higher

The following 2 courses:

- EDUC M550 Student Teaching Secondary
- EDUC W 531 Technology for Teaching and Learning

Checkpoint #3

- Successful completion of Student Teaching
- Grade of C or higher in all required EDUC courses
- Cumulative GPA of 3.0 or higher

P-12 Visual Arts Education

The undergraduate Initial License programs in Visual Arts Education at IU Northwest are designed to prepare effective educators to work in a variety of school settings. Candidates in this program are provided opportunities to learn and practice the knowledge, skills, and dispositions needed to become effective visual arts teachers. Undergraduate candidates earn a Bachelor of Science in Education: Visual Arts degree, which prepares them to teach art at all grades (P-12).

Visual Arts

Required Courses for P-12 Visual Arts Education

Candidates can earn a license in all grades P-12. Field and clinical experiences are at the appropriate levels for licensure.

Required General Education Courses (35 cr.) include Language Arts (6 cr.), Mathematical, Physical and Life Sciences (11 cr.), Social and Behavioral Sciences (6 cr.), Arts and Humanities (6 cr.), and Cultural and Historical Studies (6 cr.) with at least one course in minority studies.

At a minimum, 12 credit hours are required in the area of educational foundations prior to admission to the Teacher Education Program. Courses deemed appropriate for meeting the educational foundations requirements (12 cr.) include EDUC-F200 Examining Self as Teacher (3 cr.), EDUC-W200 Using Computers in Education (3 cr.), EDUC-P250 Educational Psychology (3 cr.), EDUC-K205 Introduction to Exceptional Children (3 cr.) and EDUC-H340 Education and American Culture (3 cr.).

Once admitted to the Teacher Education Program (TEP), candidates complete the program in four semesters of full-time study, beginning in the fall session. Professional Education courses are taken after admission to the Teacher Education Program and are sequenced into four blocks. All required Professional Education courses must be completed with a grade of C or better before a student can continue in the program. These courses are sequential and must be completed in order.

Visual Arts Content Area Requirements (31 credits)

Art History: FINA A101 Ancient/Med. Arts, FINA A102 Rena/Modern Arts
Studio Art: FINA F100 Fund. Drawing, FINA F101 Studio 3D, FINA F102 Studio 2D, FINA S230 Painting 1, FINA S240 Printmaking,FINA S200 Drawing 1, FINA S270 Sculpture 1, FINA S260 Ceramics 1, Approved Elective > 300 level 1 to 3 credits

Teacher Education Program: (45 credits)

Block 1 Fall EDUC-M201 Field Experience, EDUC M311 Creating Learning Environments, EDUC H340 Education & American Culture

Block 2 Spring EDUC – M301 Field Experience, EDUC M314 General Methods, EDUC – M330 Art Ed. Methods 1, EDUC M469 Content Literacy

Block 3 Fall EDUC M304 Field Experience, EDUC M430 Art Ed Methods II, EDUC P407 Assessment, EDUC – M300 Teaching in a Pluralistic Society

Block 4 Spring EDUC M425 Student Teaching (Elementary), EDUC M480 Student Teaching (Secondary), EDUC W310 Integrating Tech into K-12

TSAP in Education (BSED)

Completion of an eligible AS or AA degree at Ivy Tech or Vincennes may put you on a Single Articulation Pathway to a BA or BS at IU Northwest, without a loss oc credit hours.

For more information on the TSAPs in Education see Single Articulation Pathways - Indiana University Northwest.

Minor in Sports Management

The minor in Sports Management will provide evidence that the student who is seeking a position in this field will have had the course work and experience that will provide to an employer that the candidate has the fundamental skills to assist in the management of a sports facility. This academic program was developed based on the recommended key content areas of sport management – the Common Professional Component (CPC) of the Commission on Sport Management Accreditation.

Degree course requirements:

HPER- P333 Sport in America Historical Perspective
HPER - P211 Introduction to Sports Management
HPER - P331 Planning and Operations of a Sports Facility

HPER - P418 Sport Marketing
HPER - P411 Legal Issues in Sport Settings
HPER - P423 Financial Principals of Sports
HPER - P439 Practicum in Sport Studies

M.S. in Education

The Graduate Program is divided into the following categories:

- *Advanced Programs:*
  - Master of Science in Elementary Education
  - Master of Science in Secondary Education
  - Master of Science in Educational Leadership
- *Graduate Licensure Programs:*
  - UTEP-Option I: Elementary Education
  - UTEP—Option II: Secondary Education majors
  - Special Education: Mild Intervention (P-12)
  - Visual Arts Education

Graduate students who are working toward a master's degree must maintain at least a 3.0 (B) cumulative grade point average. Students who are working toward an initial

teaching license must maintain at least a 2.5 cumulative grade point average.

Graduate Study—General Information

The advanced programs at the School of Education are built on two models: The *Lead Teacher* and the *Professional Leader.* Both models have research-based conceptual frameworks.

The Lead Teacher model has five program outcomes:

- Teacher effectiveness
- Information technologies
- Curriculum design and delivery
- Education equity
- Leadership

The Professional Leader model has six program outcomes:

- A Vision of Learning;
- School Culture and Instructional Program;
- Management;
- Collaboration with Families and Community;
- Integrity, Fairness, and Ethical Behavior;
- Political, Social, Economic, Legal, and Cultural Context

Before completing either program, each student shall complete a portfolio demonstrating mastery of the program outcomes.

Portfolios consist of required artifacts. In order to successfully complete portfolio requirements, each artifact must have received a passing score.

Admission

Admission to Graduate Study

Students interested in graduate study should obtain the application materials from the Office of Education Student Services. All official transcripts required for application purposes must be sent directly from the originating institution to the Office of Education Student Services. Indiana University students need not provide a transcript. Admission to all graduate licensure programs also require the passing of specific Indiana Department of Education licensing exams. See the Office of Education Student Services for the names and code numbers of the required exams in specific areas of study.

Foreign students and students with non—U.S. institutional degrees must contact the Office of Admissions at Indiana University Northwest.

Students may be able to transfer some courses taken at other campuses or universities. The school transfer policy appears earlier in this bulletin.

Admission to the School of Education expires upon receipt of a degree, the completion of special admission work, or when no work has been completed on this campus in a period of seven calendar years. Students must then reapply for admission.

Admission to graduate study does not necessarily imply admission to a degree program. If a student is admitted to a degree program, this will be specifically indicated in those courses required for the degree.

Requirements

To be admitted into the program for the Master of Science degree in Elementary or Secondary, or Educational Leadership at Indiana University Northwest, the candidate must successfully meet multiple criteria for demonstrating preparedness for study. While candidates may enroll in graduate-level education courses before being formally admitted into the master's program, no more than 12 such credit hours of appropriate graduate course work may be applied to the master's degree program.

Candidates for admission to the master's degrees in education must:

- Have a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale and provide transcripts to that affect.
- Hold a valid teacher's license.
- Submit two letters of reference from K-12 school officials.

Semester Load

Full-time work generally consists of 8 credit hours each semester. The maximum load for either summer session is 9 credit hours. It is recommended that a person who is employed full time take no more than 6 credit hours of academic work during any regular semester.

Good Standing

Graduate students not accepted into graduate-level programs must maintain a cumulative GPA of at least 2.5, while those who are working toward a license or master's degree must maintain at least a 3.0 (B) cumulative grade point average in those graduate courses leading to the license or degree. No course with a grade of C- or lower may be used for meeting the requirements of a new license, license addition, or a master's degree.

Probation

Students who do not maintain good standing are placed on strict academic probation and remain on probation until their grade point average returns to the good standing level. Students on probation when they complete program or degree requirements will not be recommended for that program or degree.

If students fail to make progress in the removal of academic deficiencies during the following semester, their eligibility to enroll in any additional course work through the School of Education shall be dismissed. If dismissed, the students are placed on the all-university checklist. They are then not eligible to enroll in courses through the School of Education.

Credit Transfer Policies

Credit transfer is administered by the graduate advisor with the advice of appropriate faculty, including the student's faculty advisor. Formal appeals of decisions and the consideration of requests for exceptions to existing policy are provided for by a standing committee of the faculty of the SOE.

Credit transfers for a course must not be confused with performance criteria for a degree, certificate, license or addition. Most programs of the SOE require performance criteria that are evidenced by a portfolio. Course completion or credit transfer does not, by itself, constitute meeting performance criteria. Performance

criteria (portfolio artifacts) required for certificates, licenses or additions must be demonstrated after acceptance into the school. Academic work from a regionally accredited college or university for which a student grade is at or above the level of C may be transferred for credit but will be transferred for program requirements subject to the following conditions.

- Undergraduate or graduate students who have successfully completed any course at any other Indiana University campus that is part of a program at IUN will receive full credit for that course. Products or performances that are required for any academic objective at IUN must however still be demonstrated. Assistance toward meeting performance criteria at IUN is provided, in part, through enrolling and completing credit courses. A student who has transferred such course credit will be given assistance as may be needed toward meeting performance criteria by being allowed to attend the course at IUN without having to re-enroll or pay tuition for it. Similar arrangements may be possible for other transfer students. These will be considered on a case-by-case basis.
- Except as noted below, two-thirds of the credits for any graduate degree, license or certificate program but including all related student teaching or other required practicums must be completed after being formally admitted to that program within the SOE at IUN. Graduate students in good standing from another IU campus who have been formally admitted to a degree, license or certificate program that is also available at IUN may transfer in all but one-fourth of the same or similar program credit requirements at IUN before being awarded the degree, license or certificate. However, the transferred credit may not include student teaching or other required practicum, and performance criteria required at IUN must still be demonstrated.
- Acceptance into a degree, license, or addition program must be accompanied with an approved program of studies that has been validated by appropriate faculty and certification advisors within the SOE at IUN.
- Guest students, or students who are seeking personal, short-term objectives such as license renewal or self-development, are not normally affected by transfer of credit issues at IUN. The Student Admission and Reinstatement Committee of the SOE will consider any such cases on a case-by-case basis. However, the transferability of any IUN course or other experience to a program at another institution, within or outside of the Indiana University School of Education, is entirely the responsibility of the guest or short-term student.

Exit Requirements

An application for a graduate degree should be completed and filed in the Office of Education Student Services one semester before the degree is to be granted. Application forms are available from that office.

Candidates for the Master of Science degree in Elementary, Secondary or Educational Leadership education must satisfactorily complete a portfolio consisting of at least one artifact for each of the program outcomes.

- The student must have been admitted unconditionally to the master's degree program, or, if allowed to enter conditionally, must have removed the conditions satisfactorily.
- The student must complete a minimum of 33 credit hours of graduate courses that are appropriate to the particular master's degree program. All work to be applied toward the degree must be completed within six calendar years from the date when the grade is received in the first course that is to be used toward the degree.
- Credit acquired in courses taken by correspondence will not apply toward degree requirements unless approved by the Director of Education Student Services and the student's graduate advisor.
- The student must have a cumulative grade point average of at least a 3.0 in those courses required for the degree.

Major Requirements

Master of Science in Education with Major in Elementary or Secondary Education Course Requirements

- EDUC A510 School/Community Relations (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC H637 Race, Class, and Gender Issues in Education (3 cr.)
- EDUC J511 Methods of Individualizing Instruction (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)
- Two advisor-approved electives (3 cr.)

Elementary Education: Urban Option

Pre-requisites:

Mathematics/Science: 1 Math course at or above college level
1 Science course with a lab

*English:*1 course in English composition
At or above the 200 level
1 course in English Literature

*Social Studies:*1 course in U.S. History
1 course in Economics, Geography
Or Government

Checkpoint 1: Passage of Praxis CORE examG.P.A. at or above 2.5

Education Courses with the first four blocks

EDUC-S 508 - Classroom Management
EDUC-P 510 - Psychology in Teaching

EDUC-S 516 - Science
EDUC-E 541 - Math

EDUC-K 505 - Introduction to Special Education
EDUC-E 545 - Reading
EDUC-E 100 - Methods of Teaching Physical Education
EDUC-M 323 - Methods of Teaching Art
EDUC-M 333 - Methods of Teaching Music

EDUC-E 547 - Social Studies
EDUC-E 549 - Language Arts - Literature and Writing emphasis

Checkpoint #2: Admission to Student TeachingG.P.A. at or above 3.0Passage of Indiana CORE and Licensing exams

Student Teaching Block
EDUC-M 550 - Student Teaching
EDUC-T 550 - Culture/Community Forces & Schools

Checkpoint 3:LicensureG.P.A. at or above 3.0No unresolved dispositional deficiencies Completion of all UTEP classes

Secondary Education: Urban Option

Completers of Option II of the Urban Teacher Education Program, when accepted into this program, may apply 24 credits of graduate courses from that program toward their degree requirements.

In addition, the students must then take:

Course Requirements

- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)

Graduate Visual Arts Education Program Degree Requirements

The Graduate Initial License Program in Visual Arts is offered through the Urban Teacher Education Program (UTEP). The UTEP program is experience-rich, field-based, and leads to teacher licensing in Visual Arts. The UTEP track is designed for individuals who possess a bachelor's degree from accredited institutions in subjects other than education with at least a 2.5 grade point average and appropriate coursework in Visual Arts.

To be admitted to UTEP at IU Northwest, students must complete advising checkpoint #1 with the Director of UTEP and apply to the program.

To pass checkpoint #1 students must have a minimum cumulative GPA of 2.50, a minimum visual arts content GPA of 2.50 and all content courses must be completed with a grade of C or better.

Upon entrance to UTEP, no more than 9 credit hours of the required 60 credit hours in visual arts content may remain incomplete. Candidates must have successfully passed all three CASA tests and completed a criminal background check. Admission to UTEP is in the spring semester only. Once admitted to the UTEP program in Visual Arts, candidates complete the program in four semesters of full-time study, beginning in the spring session.

Successful completion of the 27-credit hour UTEP Visual Arts program will lead to an initial teaching license in Secondary Education: Visual Arts for grades P-12. Professional Education courses are taken after admission to the Teacher Education Program and are sequenced into four blocks. All required Professional Education courses must be completed with a grade of C or better and a graduate GPA of 3.0 must be maintained to continue in the program.

Professional Education courses are sequential and must be completed in order. These two classes must be taken prior to other courses in this program.

- EDUC S508 I Problems in Secondary Education
- EDUC S508 II Visual Arts Methods in the Urban Classroom (3 cr.) (Elementary and Middle School Methods).

These courses may be taken as available in the course program schedule

- EDUC-S510 Methods of Teaching in Secondary Urban Schools (3 cr.), an elementary or middle school field placement in an urban school

The Second Block of the educational sequence contains 9 credits of professional educational courses including:

- EDUC-P507 Assessment in Schools (3 cr.)
- EDUC-T550 Cultural/ Community Forces and the Schools (3 cr.), and EDUC-K505 Introduction to Special Education (3 cr.).
- EDUC-M501 Field Experience in Urban Classrooms (3 cr.) which is a secondary field placement and EDUC-S508:Visual Arts Methods in the Urban Classroom. (Secondary Methods) (3 cr.).
- EDUC-L517 Advanced Study of Content Reading and Literature (3 cr.) and EDUC-M550 Student Teaching
- (3 cr.). Candidates complete two consecutive 8-week placements, which consist of an 8-week placement in a middle school, and an 8-week placement in a high school.

Candidates must pass through Checkpoints at critical decision points and must meet grade, GPA, portfolio, disposition, CASA, and SPA assessment requirements before moving forward in their program.

Master of Science in Elementary or Secondary Education: Special Education Focus

This option is not limited to completers of the graduate Special Education Program. However, those students, after being accepted into this program, may apply graduate courses taken in that program toward degree requirements in this program.

Course Requirements

27 credit hours from the following courses as approved by your faculty advisor

- EDUC K501 Adaptive Computers for Special Education (3 cr.)
- EDUC K505 Introduction to Special Education (3 cr.)
- EDUC K520 Introduction to Emotional Disabilities (3 cr.)
- EDUC K525 Introduction to Mild Disabilities (3 cr.)

- EDUC K555 Reading Assessment and Instruction in Special Education (3 cr.)
- EDUC A510 School/Community Relations (3 cr.)
- EDUC H637 Race, Class, and Gender Issues in Education (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC K535 Assessment and Remediation of Mild Disabilities I (3 cr.)
- EDUC K543 Education of the Socially and Emotionally Disturbed (3 cr.)
- EDUC P519 Psychological Assessment of Exceptional Children (3 cr.)
- EDUC K536 Assessment and Remediation of Mild Disabilities II (3 cr.)
- EDUC J511 Methods of Individualizing Instruction (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)

And the following two courses

- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)

Master of Science in Educational Leadership

This master's degree is recommended for licensed classroom teachers who wish to earn a building level administrator's license. All required courses must be completed with a grade of B or higher.

33 credit hours from the following courses as approved by your faculty advisor.

Course Requirements

- EDUC A500 School Administration (3 cr.)
- EDUC A510 School/Community Relations (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC A540 Elementary and Secondary School Administration (3 cr.)
- EDUC A608 Legal Perspectives in Education (3 cr.)
- EDUC A670 Supervision of School Instruction (3 cr.)
- EDUC A675 Leadership in Special Education(3 cr.)
- EDUC P514 Life Span Development (3 cr.)

Total (27 cr.)

Capstone Experience:

- EDUC A695 Practicum in School Administration—Fall Semester
- EDUC A695 Practicum in School Administration—Spring Semester

Total (6 cr.)

The School Administrator-Building Level Exam must be taken and passed before students may begin the second semester of EDUC A695.

Licensing

Completion of requirements for any master's degrees does not necessarily imply that students have met requirements for state licensing. If students want both the degree and licensing, they should contact the graduate advisor to have an appropriate program of study prepared.

M.S. Ed. in Teaching, Learning and Curriculum (Online)

The MSEd 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.

Program Learning Outcomes

Learners will develop and demonstrate over the course of the program the knowledge, skills, and dispositions to:

1. Design curriculum that demonstrates equitable learning opportunities for diverse learners.

2. Critically analyze information associated with research-based pedagogies and their use across multiple contexts.

3. Design and implement an empirically-based study associated with teaching, learning, and curriculum for the purpose of learning to use evidence to make informed decisions regarding effective pedagogy.

Degree Components and Required Coursework

This 30-credit hour master's degree will include three sub-components:

o Teaching, Learning, and Curriculum Core – (TLC Core) (15 cr)
o Teaching, Learning, and Curriculum Tracks – (TLC Tracks) (12 cr)
o Teaching, Learning, and Curriculum Capstone – (TLC Capstone) (3 cr)
To earn the M.S.Ed. in Teaching, Learning, and Curriculum students must complete the three degree components and all required coursework:

I. M.S.Ed. in Teaching, Learning, and Curriculum—Core (6 courses/18 cr)

1) Curriculum – EDUC J500 – Instruction in the Context of Curriculum

2) Choose one of the following two Equity for Learning courses:
A. EDUC E555 – Human Diversity in Education, or
B. EDUC J655 – Seminar in Multicultural and Global Education
3) Teaching for All Learners – EDUC J501 Strategies for Teaching, Learning, and Curriculum

4) Assessment and Evaluation – EDUC J502

5) Inquiry – EDUC Y520 – Strategies for Education Inquiry

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.

A. Early Childhood Care and Education

1. Take the following 3 classes:
EDUC E506 Curriculum in Early Childhood
EDUC E525 Advanced Curriculum Study in Early Childhood
EDUC P515 Child Development
2. One course selected from one of the other TLC tracks

B. STEM and Arts Innovations

1. Take the following 3 classes:
EDUC S504 Introduction to STEM Teaching
EDUC Q528 Making for Learning
EDUC Z501 Art Methods for Non-Art Specialist Educators
2. One course selected from one of the other TLC tracks

C. Teacher Leadership and Instructional Coaching

1. Take the following 3 classes:
EDUC J503 Teacher Leadership and Instructional Coaching
EDUC A510 School Community Relations
EDUC A629 Continuous Improvement and Data-Informed Decision-Making
2. One course selected from one of the other TLC tracks

D. Educating Exceptional Learners

1. Complete the following 3 classes:

EDUC W551 Education Foundations for High Ability Students
EDUC K553 Management of Academic and Social Behavior
EDUC L524 Language Education Issues in Bilingual and Multicultural Education
2. One course selected from one of the other TLC tracks

III. M.S.Ed. in Teaching, Learning, and Curriculum—Capstone (1 course / 3 cr)

1. Complete:
EDUC J597 Teaching, Learning & Curriculum Capstone

M.S. in Educational Technology for Learning (ONLINE)

The M.S.Ed. in Educational Technology for Learning will engage students in a technology-infused curriculum that requires them to use and evaluate a wide-variety of digital tools used in educational environments. Students will consider how they can teach differently in the technology-enhanced environment. The curriculum of the M.S.Ed. in Educational Technology for Learning connects theory to practice, preparing educators to design learning experiences that promote creativity and active learning through the integration of digital tools. It prepares professionals to critique the current educational technology innovations and related research and immerses them in learning engagements that promote global connections, instant feedback, and communication with authentic audiences.

The IU collaborative M.S.Ed. in Educational Technology is offered as 100% online asynchronous degree.

Program learning goals and outcomes:

Graduates from the Technology for Learning M.S. Ed program will be able to:

1. Design, support, and facilitate inclusive and accessible K-12 educational learning environments with technology (e.g. culture, ability, language, background).

a. Synthesize research in the field of educational technology to develop deeper knowledge and work within frameworks of understanding innovative practices, their strengths and weaknesses, and their opportunities and barriers in a K-12 setting.

b. Evaluate and utilize technology tools and resources for K-12 learning, including social media.

c. Design K-12 curriculum for different methods such as student-centered learning drawing upon a wide range of educational purposes including building deeper understandings, practicing skills, and working for social justice.

d. Design technology-integrated instruction that promotes digital citizenship, media literacy, and computational thinking.

e. Design, develop, and evaluate instruction to facilitate learning in K-12 face-to-face and online environments.

2. Develop the skills and dispositions to become a leader in incorporating technology into K-12 learning environments.

a. Formulate a rationale/vision for infusion of technology into K-12 learning environments based on established educational theory and research for a range of educational purposes including building deeper understandings, practicing skills, and working for social justice.

b. Make use of a range of data to inform the evaluation and revision of technology-rich learning environments.

c. Participate in and document involvement in collaborative, reflective learning communities.

d. Build appropriate activities and tools for professional development and program evaluation.

i. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning

ii. Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment.

iii. Model technology-enhanced learning experiences using a variety of research-based, student- centered

instructional strategies and assessment tools to address the diverse needs and interests of all students.

iv. Evaluate results of professional learning programs to determine the effectiveness of her content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Degree Requirements

To earn the degree students will complete twelve courses for 36 overall credit hours. The required courses fall into the following four categories:

I. Foundations coursework – Three courses/9 credits

1. Instruction in the Curriculum

EDUC-J 500 Instruction in the Context of the Curriculum

2. Assessment (complete one of the following)

EDUC-P 507 Assessment in Schools

3. Diversity and Inclusive Teaching (complete one of the following)

EDUC-H 520 Social Issues in Education or
EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools or
EDUC-J 511 Differentiated Instruction

II. Inquiry and Research – Three courses/ 9 credits

1. EDUC-Y 520 Strategies for Education Inquiry
2. EDUC-Y 510 Research and Technology in Schools or Action Research 1
3. EDUC-W 590 Individual Research in Computer Education – Capstone

(Students must complete Y510 and Y520 prior to registration in W590)

III. Technology in Education Core – Four courses/12 credits

1. EDUC-W 531 Technology for Teaching and Learning,
2. EDUC-W 520 Planning for Technology Infrastructure,
3. EDUC-W 515 Technology Leadership and Professional Development.
4. EDUC-W 540 Technology-Infused Curriculum

IV. Education Technology Electives—Two courses/6 credits (Choose two from the following list)

EDUC-W 550 Current Technology Trends – Specific Topics Check with your advisor
EDUC-K 510 Assistive Techniques in Special Education
EDUC-R 505 Workshop In Instructional Systems Technology; VT: Computer-Based Teaching
EDUC-R 547 Computer-Mediated Learning
EDUC-W 505 Professional Development Conference—Specific Topics Check with your advisor

Graduate Certificate in District Level Administration in Urban Settings (ONLINE)

The GC DLAUS (ONLINE) will provide individuals who already hold a post-master's degree with a direct path to meet Indiana's District Level Administration standards. Individuals with an M.S.Ed. or related master's degree should be advised to apply to the Ed.S. in Educational Leadership in Urban Settings.

1. **Mission, Vision, & Improvement of Schools (3 cr)**

EDUC-A671 Planning and Change in Educational Organizations

1. **Ethics & Professional Norms (3 cr)**

EDUC-A615 Advanced School Law

1. **Equity, Inclusiveness, & Cultural Responsiveness (3 cr)**

Students complete one of three options:

EDUC-T531 Organizational Change in Cultural and Linguistically Diverse Schools

EDUC-A675 Leadership in Special Education

EDUC-J655 Seminar in Multicultural and Global Education

1. **Learning & Instruction (3 cr)**

EDUC-J630 Curriculum Theory and Practice

1. **Community & External Leadership (3 cr)**

EDUC-T550#Cultural#and#Community#Forces#and#the#Schools

1. **Operations & Management (3 cr)**

EDUC-A653 Organizational Context of Education

1. **Policy, Governance, & Advocacy (3 cr)**

EDUC-A672 Moral Dimensions of Leadership

1. **Internship (3 cr)**

EDUC-A785 Internship in Educational Leadership

Ed.S. Educational Leadership (ONLINE)

The IU collaborative Ed.S. in Educational Leadership will provide current and future school leaders with the knowledge base, technical, and interpersonal skills they need to provide effective and visionary leadership, so they can empower all stakeholders and promote excellence in education in an era of evidence-based accountability.

Target Audience—Ed.S. Educational Leadership

This degree will serve individuals interested in completing the requisite graduate education to qualify for building- and/or district-level administrative licenses. Among these individuals, we anticipate two distinct audiences.

Students with a Bachelor's degree and two years of classroom teaching experience can enter the program directly and earn an Ed.S. in Educational Leadership after completing 60 hours of graduate coursework in Educational Leadership.

Students who hold an advanced post-baccalaureate degree (i.e. JD, MPA, M.S., etc.) or Master's degree in Educational Leadership can apply up to 30 credit hours of coursework towards satisfaction of requirements in the collaborative Ed.S. in Educational Leadership program.

Students possessing an I.U. degree may apply up to 36 credit hours.

In all cases, the first step to achieving building- and district-level administrative license is to first earn an instructional license and comply with state regulations.

Program Goals and Learning Outcomes—Ed.S. Educational Leadership

Learning Outcomes for the IU Collaborative Ed.S. in Educational Leadership align to National Educational Leadership Preparation District-Level standards (now NELP, formerly ELCC) as promulgated by the National Policy Board for Educational Administration.

Upon completion of the IU Collaborative Ed.S., graduates will understand and demonstrate an ability to:

1. Ed.S. LO/NELP Stnd: Mission, Vision, and Improvement
   - Promote current and future success and well-being of all students.
   - Apply the knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process;
   - Foster continuous improvement at the district-level that reflects a core set of values and priorities that
   - include data use, technology, values, equity, diversity, digital citizenship, and community.

2. Ed.S. LO/NELP Stnd: Ethics and Professional Norms
   - Advocate for ethical decisions and cultivate professional norms and culture.

3. Ed.S. LO/NELP Stnd: Equity, Inclusiveness, and Cultural Responsiveness
   - Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

4. Ed.S. LO/NELP Stnd: Learning and Instruction
*Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

5. Ed.S. LO/ NELP Stnd: Community and External Leadership
   - Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

6. Ed.S. LO/NELP Stnd: Operations and Management
   - *Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

7. Ed.S. LO/NELP Stnd: Policy, Governance, and Advocacy

   - Cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.

8. Ed.S. LO/Stnd: Internship
   - Synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

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—Ed.S. Educational Leadership

Part I: BLA Requirements Credit Total = 24
Part II. DLA Requirements Credit Total = 27
Part III. Electives and Leadership Seminar = 9
Ed.S. total credits = 60

Degree Requirements

To earn the Ed.S. in Educational Leadership students must complete the following degree components and required coursework:

Part I: Building-Level Administrator Coursework

1. Mission, Vision, & Improvement of Schools (3 cr)edits

· EDUC-A500 Intro Ed Leadership

2. Ethics & Professional Norms (3 credits)

· EDUC-A608 Legal and Ethical Perspectives on Education

3. Equity, Inclusiveness, & Cultural Responsiveness (3 credits)

· EDUC-H520 Education and Social Issues

4. Learning & Instruction (6 credits)

Students complete two courses:

· EDUC-J500 Instruction in Context of Curriculum

· EDUC-A624 Educational Leadership: The Principal K-12

5. Community & External Leadership (3 credits)

· EDUC-A510 Community School Relations

6. Operations & Management (3 credits) Students complete one of two course options:

· EDUC-A630 Economic Dimensions of Education

· EDUC-A635 Public School Budgeting

7. Building Professional Capacity (3 credits)

· EDUC-A515 Educational Leadership: Teacher Development and Evaluation 8. Internship (3 credits)

8. Internship (3 credits)

· EDUC-A695 Practicum in Educational Leadership

Part II: District Level-Administrator Requirements

1. Mission, Vision, & Improvement of Schools (3 credits)

· EDUC-A671 Planning and Change in Educational Organizations

2. Ethics & Professional Norms (3 credits)

· EDUC-A615 Advanced School Law

3. Equity, Inclusiveness, & Cultural Responsiveness (3 credits)

Students complete one of three options:

· EDUC-T531 Organizational Change in Cultural and Linguistically Diverse Schools

· EDUC-A675 Leadership in Special Education EDUC-J655 Seminar in Multicultural and Global Education

· EDUC-J655 Seminar in Multicultural and Global Education

4. Learning & Instruction (3 credits)

· EDUC-J630 Curriculum Theory and Practice

5. Community & External Leadership (3 credits)

· EDUC-T550 Cultural and Community Forces and the Schools

6. Operations & Management (3 credits)

Students complete one of two course options:

· EDUC-A653 Organizational Context of Education

7. Policy, Governance, & Advocacy (3 credits) Students complete one of two course options:

· EDUC-A672 Moral Dimensions of Leadership

8. Internship (3 credits)

· EDUC-A785 Internship in Educational Leadership

9. Leadership Seminar/ Project /Thesis (3 credits)

Students complete one of two course options:

· EDUC-A680 Educational Specialist Seminar (Educational Leadership)

· EDUC-A754 Seminar in Research in Educational Leadership

10. Collaborative Ed.S. Electives (two classes/six credits to reach 60 overall credits)

Students may complete any two courses from the following list:

· EDUC-A530 Statistical Data for Educational Leadership

· EDUC-Y502 Intermediate Statistics Applied to Education

· EDUC-A629 Continuous School Improvement and Data-Informed Decision Making

· EDUC-A590 Independent in Educational Leadership

· EDUC-Y510 Action and Research I

· EDUC-P540 Learning and Cognition in Education

· EDUC-P507 Assessment in Schools

Graduate Certificate in Teaching English Learners (ONLINE)

The IU Online Collaborative Graduate Certificate in Teaching English Learners (GC-TEL) is a license addition program that will provide Indiana teachers with the knowledge and training needed to promote English Learners' achievement in a culturally sustaining manner.

This program will serve PreK-12 teachers by providing educator preparation coursework meeting the 2010 Indiana Department of Education's English Learners (EL) Content Standards for Educators. The certificate may also allow out-of-state students to meet English Learner teacher standards and educational licensure in their respective states.

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

Degree Requirements

Students must complete 18 credit hours of coursework as follows:

1. (Summer 2) EDUC-L 524 Language Education Issues in Bilingual & Multicultural Education#(3 credits)
2. (Fall taken concurrently) EDUC-L 521 Language & Literacy Foundations for Teaching ENL Teachers#(3 credits)
    1. Take concurrently with EDUC-L 570#Practicum in Language and Literacy#(1 credit)
3. (Spring taken concurrently) EDUC-L 503 Assessment Literacy for Cultural and Linguistic Diversity#(3 credits)
    1. Take concurrently with EDUC-L 571#Practicum in Cultural, Linguistic, and Assessment Profiles (1 credit)
4. (Summer1) EDUC-L 522 ENL Instructional Methods (3 credits)
    1. Take concurrently with EDUC-L 572 Practicum in Content-Based Instruction#(1 credit)
5. (Fall) EDUC-T 524 Diverse Perspectives on Families#(3 credits)

Licensing Programs

Initial licensing programs focus on helping students acquire the knowledge and skills necessary to become a reflective professional teacher. This program is based upon the School of Education's Reflective Professional model. The research-based conceptual framework for this model contains nine program outcome areas. They are:

- Communications Skills
- Higher-Order Thinking Skills
- Instructional Media Services and Technology
- Learning and Development
- School Culture and Diversity
- Instructional Design and Delivery
- Classroom Management
- Assessment and Evaluation

- Professional Development

A valid extended criminal background check is required of all students in these programs. Student portfolios must contain at least one artifact for each of the outcomes listed above. Each artifact must be scored at a 3 or better on a 4 point scale.

Graduate Licensing Programs in the SOE

To be admitted to a graduate licensure program, students must have a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale. Admission to all programs also requires the passing of requiredd state licensing exams. Students are advised to visit the Office of Education Student Services to see which exams are required in their specific areas. All programs leading to a new license have portfolio requirements based on the Conceptual Framework for Initial Programs.

Urban Teacher Education Program - Option II

The Urban Teacher Education Program (UTEP) is experience-rich, field-based, and leads to teacher licensing in selected areas through undergraduate and graduate programs, Option I and Option II, respectively.

Option I is designed for undergraduates and offers a unique opportunity for those enrolled in the SOE to do a yearlong experience in an urban professional development school and obtain certification in elementary education.

Option II is designed to attract the best and brightest non-education majors who desire to be urban teachers and who hold a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale. Successful completion of the program (licensure) requires completing all content area coursework stipulated for the licensure area (with a minimum grade of a C); teaching will be obtained by demonstrating successfully functioning in an urban classroom; receiving a satisfactory evaluation of performance by a mentor, university supervisor, and building administrator; state required licensing exams and required course and portfolio requirements.

Requirements

- EDUC S508: Content Area Methods in the Urban Classroom. Separate sections for English/ Speech/ Visual Arts/Mathematics/ Science/Social Studies (3 cr.)
- EDUC S510 Methods of Teaching in Secondary Urban Schools (3 cr.)
- EDUC K505 Introduction to Special Education (3 cr.)
- EDUC L517 Advanced Study in the Teaching of Reading in the Junior High and Secondary Schools (3 cr.)
- EDUC T550 Cultural/Community Forces and the School (3 cr.)
- EDUC M501 Field Experience in Urban Classrooms (3 cr.)
- EDUC S508 Content Area Methods in the Urban Classroom. Separate sections for English/ Mathematics/ Science/Social Studies/Visual Arts (3 cr.)
- EDUC P507 Testing in the Classroom (3 cr.)
- EDUC M550 Student Teaching (12 weeks) (3 cr.)

UTEP is committed to the development of "star" urban teachers as supported by the research on effective teaching in urban schools. The program ensures that preservice teachers are exposed to "best practice" in urban teaching, through the collaborative mentorship of school-based and university-based faculty members.

Graduates of the program are given "first consideration" in hiring by the urban districts of Gary, East Chicago, Hammond, Merrillville, and Lake Ridge.

Undergraduate Licensing Programs in the SOE

The following undergraduate licensing programs that lead to licesning are offered at IU Northwest.

- Elementary/Special Education: Teaching All Learners
- P-12 Visual Arts
- Secondary
  - Language Arts (English)
  - Mathematics
  - Science (Earth/Space Science, Chemistry, and/ or Life Science)
  - Social Studies (Economics, Government, Historical Perspectives, Psychology, Sociology)
  - Modern Languages (French, Spanish)

Initial License in Exceptional Needs - Mild Intervention (P-12)

Only EDUC K505 and K555 may be taken by students before passing the Praxis Core Examinations.

Course Requirements (all courses are 3 credits):

- EDUC K505 Introduction to Special Education
- EDUC K555 Reading Assessment and Instruction for Special Education
- EDUC K501 Adaptive Computers for Special Education
- EDUC K520 Introduction to Emotional Disabilities
- EDUC K525 Introduction to Mild Disabilities
- EDUC K535 Assessment and Remediation of Mild Disabilities I
- EDUC K536 Assessment and Remediation of Mild Disabilities II
- EDUC K543 Education of Students with Emotional Disturbances
- EDUC M501 Field Experience in Special Education: Mild Disabilities
- EDUC M501 Field Experience in Special Education: Emotional Disabilities
- EDUC P519 Psychological Assessment of Exceptional Children
- One approved elective

The following 15-week practicum experience:

- EDUC K595 Practicum in Special Education

Prerequisites to Student Teaching or the Practicum in Special Education are completion of all other courses required for this program with a C or better, a cumulative grade point average of 3.0 for these program courses, completion of Portfolio requirements, and passing scores on the CORE exams.

Additions
Teachers may add certifications or licensure areas their Indiana teaching license. Requirements can be obtained in the Office of Education Student Services.

Building-Level Administrator License
Teachers may earn a building-level administrator's license through the Master's degree in Educational Leadership.

Conversion of a Standard Teaching License to a Professional Teaching License
See the School of Education Licensing Officer for requirements.

Transition to Teaching (T to T) in Special Education
Program Description
Transition to Teaching (T2T) in special education program is a graduate license program that is a fast track cohort program to prepare teachers to be licensed in mild intervention (P-12). This program requires fewer courses than the traditional initial special education license program, thus can complete the license program quicker in three semesters. Because of fewer courses, the program requires higher performance (B or above grade for all of the program courses). After completion of licensure program, T2T students can earn a master's degree with two additional capstone courses.

Entrance Requirement: The applicants must meet the below entrance requirement of A or B to start T2T program.

(A) Bachelor's Degree with a 3.0 GPA

(B) Bachelor's Degree with GPA between 2.5 to 2.9 with 5 years of professional experience (5 years of professional experience only can be waived if the student passes licensure exams prior to entering the program)

Praxis Core exams are also required before entering the second sequence of the cohort.

Program Courses

Course Requirements (all courses are 3 credits):

Sequence 1

- EDUC-P514 Life Span Development: Birth to Death
- EDUC-K505 Introduction to Exceptional Children
- EDUC-K555 Assessment and Instruction of Reading In Special Education

Sequence 2 (Praxis Core Entrance Exams need to be passed before entering Sequence 2).

- EDUC-K543 Education of Students with Socially and Emotionally Disturbed
- EDUC-K535 Assessment and Remediation of Mild Disabilities
- EDUC-M501 Field Experience

Sequence 3 (Praxis Core Mild Intervention License Exams need to be passed before entering ST)

- EDUC-P595 Student Teaching in Special Ed
- EDUC-K519 Psychological and Educational Assessment of Exceptional Children

Capstone Courses for Master's Degree (2 courses, 6 credits)

- EDUC-Y520 Strategies for Educational Inquiry
- EDUC-W 505 Master's Capstone Seminar

Department of Labor Studies

Phone: (219) 980-6826
Web site: www.northwest.iu.edu/labor-studies

Associate of Science in Labor Studies (60 cr.)

Learning Outcomes

1. Defend an understanding of labor's role in local and global processes which shape and are shaped by reciprocal relationships of individuals, collectives, and social, cultural, economic, and political institutional structures.
2. Demonstrate a working knowledge of Labor Studies core concepts.
3. Demonstrate an understanding of the social, cultural, economic, and political institutional structures and their interactions as related to labor and its organization.
4. Evaluate the role of major theories that address the experience and meaning of labor in society.
5. Create strategies to sustain and strengthen the labor movement through a working knowledge of challenges facing workers and organized labor in local and global communities.

The requirements for the Associate of Science degree program with a major in labor studies are as follows:

- Social and behavioral science (9 cr.)
- Arts and humanities (12 cr.)
- Required: ENG W131 (3 cr.)
- One additional writing course (3 cr.)
- Science and mathematics (6 cr.)
- Select One of the following
  - Required: one economics course
  - LSTU L230 Labor and the Economy
- Recommended:
  - one course in computer science, taken through any academic division, including Labor Studies

Total credit hours required in the major areas of learning (27 cr.)

The credit hours required in each area must be distributed over at least two subject fields in each area. A minimum of 27 credit hours from the list of labor studies courses; five must be core courses.

- 100- and 200-level courses are considered "core." LSTU L290, however, is not considered core.
- Electives in any area including labor studies (6 cr.)

Total credit hours required for the degree program (60 cr.)
Other requirements and limitations:

1. A minimum of 12 credit hours of the required 60 credit hours must be taken within the Indiana University system.
2. A minimum of 10 credit hours of course work accepted for the A.S. degree must be taken after the student has been admitted to Indiana University.

3. No more than 15 credit hours can be taken within a single subject other than labor studies.

Bachelor of Science, Major in Labor Studies (120 cr.)

Learning Outcomes

1. Develop and utilize a comprehensive knowledge of the discipline of Labor Studies to promote social and economic justice through collective action and democratic participation, eliminate oppressive structural barriers, and ensure equitable treatment for all.
2. Demonstrate an understanding of the theories and concepts associated with Labor Studies.
3. Demonstrate an understanding of the social, cultural, economic, and political institutional structures and their interactions as related to labor and its organization.
4. Apply research methods and statistical analysis to examine complex labor and employment issues and associated societal problems.
5. Prepare for career, future academic endeavors, and life-long learning through a series of academic, experiential, and service-learning opportunities.

- The IUN campus wide general-education curriculum (30cr.)
- Labor Studies Required Areas of Learning/ additional general education courses (24cr.)
- Labor Studies Major Concentration (24 cr.)
- Electives (27cr.)

Students seeking a bachelor's degree in labor studies must take 51 credit hours of general education courses to include:

- 30 credit hours from IU Northwest General Education Core courses
- 21 credit hours from the list of IUPUI general education courses
- 12 credit hours from the Labor Studies Required Areas of Learning

Required Areas of Learning (12 cr.)

To be completed within the General Education core courses (30cr.), or in the remaining general education courses (21cr.)

- ENG-W 131
- One additional 200/300 level writing course
- One economics course (LTSU-L230 Labor and the Economy meets this requirement)
- One computer course

Major concentration (42cr.)

The Labor Studies Concentration consists of 15 credit hours of 100/200 level courses and 27 credit hours of 200/300/400 level courses. There are no pre-requisites or co-requisite Labor Studies courses. Students can take the Labor Studies courses in any order, although, we do suggest logical progression (100 level, 200, level, 300 level, etc.).

Labor Studies 100/200 level courses (15cr.)

Labor Studies 200/300/400 level courses (27 cr.)

Additional General Education Courses (12cr.) Choose courses from any of the General Education Principle areas of study.

Electives (27 cr.)

The Bachelor of Science in Labor Studies degree requires 27 elective credit hours chosen at the student's discretion. Our recommendation is to take Labor Studies courses to strengthen your Labor Studies education.

Please note: Within the 120 credit hours required for the Labor Studies degree, students must have a minimum of 30 credit hours at the 300 or 400 level. In addition, concentration requirements must be completed with a grade of C- or higher. All courses are 3 credit hours, unless otherwise designated.

Minor in Labor Studies (15 cr.)

For a minor in Labor Studies, a student must take 15 credits in the discipline.

- 100-200 level Labor Studies courses except L199, L290, and L299 (6 cr.)
- Additional Labor Studies courses to be selected in consultation with Labor Studies faculty (9 cr.)

Certificate in Labor Studies (30 cr.)

The requirements for the Certificate in Labor Studies are as follows:

- A minimum of 3 credit hours in two of the required areas of learning and a minimum of 6 credit hours in the third major area (18 cr.)
- Required: one economics course or LSTU L230 Labor and the Economy
- Recommended: one course in computer science, taken through any academic division, including Labor Studies
- Arts and humanities (3 cr.)
- Social and behavioral sciences (3 cr.)
- Science and mathematics (3 cr.)
- Elective in any of the above areas (3 cr.)
- Exceptions: L190, L199, L290, and L299

Full Course List

AAAD-A 101 Contemporary Minority Political Problems (3 cr.) Introductory study of the contemporary political problems of the Afro-American. Attention will be given to immediate as well as long-range alternative solutions. (Fall)

AAAD-A 103 Introduction to Urban Studies (3 cr.) A survey course designed to expose students to the social, economic, and political issues that affect America's urban communities. (Spring)

AAAD-A 150 Survey of the Culture of Black Americans (3 cr.) The culture of black people in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science. (Fall, Summer I)

AAAD-A 151 Minority People in the United States (3 cr.) A study of the cultural experiences of minority people in the United States. Focus will be on African Americans and Latinos. Other minority groups will be studied where appropriate. The course will be interdisciplinary with heavy emphasis on original texts. Credit cannot be earned for both AAAD-A 151 and CHRI-C 151. (Spring)

AAAD-A 169 Introduction to African-American Literature (3 cr.) Representative African American writings including poetry, short story, sermons, novels, and drama.(Fall)

AAAD-A 204 Topics in Afro-American Studies (3 cr.) Analysis of selected topics and contemporary issues relating to the Afro-American experience. (Fall, Spring)

AAAD-A 206 The Urban Community (3 cr.) An examination of the urban community in general, with a focus on the African-American community from an asset perspective. Focus on uneven development and how race and class have formed the basis for the inequalities among urban communities. (Fall)

AAAD-A 208 The African Caribbean (3 cr.) Introductory examination to issues concerning Africans in the Caribbean from a historical, cultural, social, and political perspective. Themes discussed include: the system of plantation slavery, the Haitian revolution, de-colonization, Pan-Africanism, class conflicts, neo-colonialism, struggles for national identity, and the impact of race, color, gender, music, and religion on regional distinctiveness.

AAAD-A 210 Black Women in the Diaspora (3 cr.) Interdisciplinary examination of salient aspects of black women's history, identity, and experience, including policies, cultural assumptions, and knowledge systems that affect black women's lives. While the primary focus will be North America, the lives of black women in other cultural settings within the African diaspora will also be examined. (Fall)

AAAD-A 230 Contemporary Urban Affairs and the African American Experience (3 cr.) An examination of contemporary urban affairs and the socioeconomic and cultural experiences of the African-American male. Focus on social and economic change and how these changes affect communities in general, the African-American community, and the family. (Fall)

AAAD-A 240 Social Welfare and Minorities (3 cr.) P: AAAD-A 103 Review and study of the factual information regarding the welfare system as it is currently administered. Emphasis on the interface between minority welfare recipients and the welfare system. (Spring)

AAAD-A 249 African American Autobiography (3 cr.) A survey of autobiographies written by black Americans in the last two centuries. The course emphasizes how the autobiographers combine the grace of art and the power of argument to urge the creation of genuine freedom in America. (Occasionally)

AAAD-A 250 U.S. Contemporary Minorities (3 cr.) R: AAAD-A 151 or CHRI-C 151 An interdisciplinary study of how members of four minority groups - Asian Americans, African Americans, Latinos and Native Americans - combine their struggle for social justice with their desire to maintain their own concepts and identity. (Fall - Occasionally)

AAAD-A 255 The Black Church in America (3 cr.) History of the black church from slavery to the present emphasis on the church's role as a black social institution, its religious attitudes as expressed in songs and sermons, and its political activities as exemplified in the minister-politician. (Fall)

AAAD-A 260 Contemporary Minority Problems (3 cr.) A seminar, primarily designed for sophomores and juniors, directed to critical analysis of selected topics germane to the future socioeconomic and political position of Afro-Americans. (Spring)

AAAD-A 261 The Black Family (3 cr.) P: 6 credit hours in sociology An analysis of the historical background of the black family. The contemporary social forces that affect the black family are examined, along with strategies for social reform. (Fall)

AAAD-A 280 Racism and Law (3 cr.) Contemporary racial problems in American society with regard to law and constitutional principles of basic freedom and associated conflict. The effects of societal norms and the impact of racism. (Occasionally)

AAAD-A 282 The Black Community, Law, and Social Change (3 cr.) A study of the black community with emphasis on law and social change. (Spring)

AAAD-A 290 Sociocultural Perspective of African American Music (3 cr.) Survey of cultural, social, and political attitudes that influenced blacks in the development and participation in blues, jazz, urban black popular music, and "classical" music. (Spring)

AAAD-A 301 Community Planning and Development (3 cr.) P: AAAD-A103 or consent of instructor Overview of the planning process and its impact on urban minority communities. Topics include socioeconomic studies, land use planning, and urban development strategies. (Spring)

AAAD-A 302 Strategies of Community Organizations (3 cr.) P: AAAD-A 240 or consent of instructor Examination of several communities and the various theories and strategies developed for community organizations. (Fall)

AAAD-A 305 Housing and the Minority Community (3 cr.) P: AAAD-A 301, SPEA-V 365, or consent of instructor An examination of contemporary issues in

housing, urban development, and the provision of public services as they affect minority communities. Topics include gentrification, exclusionary zoning, housing assistance, disinvestment, and economic development. (Occasionally)

AAAD-A 341 Poverty in America (3 cr.) Intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society. (Fall)

AAAD-A 343 Practicum in Urban Studies (3 cr.) P: AAAD-A301 or AAAD-A302 or consent of instructor Designed to enhance the student's practical, working knowledge of the social, economic, and political dynamics affecting the urban community. Field placement will be facilitated within three areas of professional endeavor: social services, local government, and community development and planning. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Spring)

AAAD-A 355 African American History I (3 cr.) History of blacks in the United States. Slavery, abolitionism, Reconstruction, post-Reconstruction to 1900. Cross-listed with HIST A355. (Fall)

AAAD-A 356 African American History II (3 cr.) History of blacks in the United States from 1900 to present. Migration north, NAACP, Harlem Renaissance, postwar freedom movement. Cross-listed with HIST-A 356. (Spring)

AAAD-A 370 Recent Black American Writing (3 cr.) A study of selected black American writers of the late-nineteenth and twentieth centuries with emphasis on very recent writing. The focus of this course will be on the literary qualities unique to those writers as individuals and as a group. Credit not given for both AAAD-A 370 and ENG-L 370. (Spring - Occasionally)

AAAD-A 378 Introduction to Black Studies Research (3 cr.) An introduction to historical sociological methods of research and experimental design with emphasis on the application of those methods to the black community. The appropriate quantitative methods and their computation are also used for each research approach. (Occasionally)

AAAD-A 379 Early Black American Writing (3 cr.) African American writing before World War II with emphasis on critical reactions and analyses. Includes slave narratives, autobiographies, rhetoric, fiction, and poetry. (Spring - Occasionally)

AAAD-A 380 Contemporary Black American Writing (3 cr.) The black experience in America as it has been reflected since World War II in the works of outstanding African American writers: fiction, nonfiction, poetry, and drama. (Spring - Occasionally)

AAAD-A 384 Blacks in American Drama and Theatre 1945 to the Present. (3 cr.) Images of Blacks as reflected in American drama from 1945 to present. Emphasis on the contributions of Black playwrights such as Lorraine Hansberry, Langston Hughes, Imamu Amiri Baraka (LeRoi Jones), Ted Shin, and Ed Bullins.

AAAD-A 392 Afro-American Folklore (3 cr.) Afro-American culture in the United States viewed in terms of history (antebellum to present) and social change (rural to urban). Use of oral traditions and life histories to explore aspects of black culture and history. Credit not given for both AAAD-A 392 and Folklore-F 394. (Fall - Occasionally)

AAAD-A 401 Minorities, Politics, and Social Change (3 cr.) Topical study of the struggle of black Americans to obtain representative political power. Redistricting and gerrymandering, independent candidates and new political alternatives, the impact of the 18-year-old vote on black political activity, black quasi-political organizations, black power in the U.S. Congress. (Spring)

AAAD-A 404 Topics in Afro-American Studies (3 cr.) P: Consent of instructor. Extensive analysis of selected topics and contemporary issues relating to the Afro-American experience. Topics vary from semester to semester. May be repeated once for a different topic with a maximum of two courses or 6 credit hours. (Fall, Spring)

AAAD-A 406 Literature by American Women of Color (3 cr.) This course explores the literature of Native American, African American, Asian American, and Latina writers. These works as art define and theorize the experience of minority women in the United States. Critical and artistic issues are examined in light of their sociohistorical context. (Fall)

AAAD-A 410 The Black Woman and the Afro-American Experience (3 cr.) Historical examination of the black woman in America from the African past to the present in relationship to her position in the family and in society. Analysis of the social science paradigm, which creates and perpetuates stereotypes of black women. (Spring)

AAAD-A 440 History of the Education of Black Americans (3 cr.) Education of black Americans and its relationship to the Afro-American experience. Trends and patterns in the education of black Americans as such relate to the notions of education for whom and for what. (Occasionally)

AAAD-A 488 Community Experience Internship (3 cr.) P: AAAD A398 and AAAD-A498 or departmental consent Field placement for majors in Afro-American studies. Work with an agency or organization that deals primarily with inner-city minority groups under joint supervision of agency and departmental staff members. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Fall, Spring, Summer I)

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. (Spring).

AHSC-A 430 Health Care Organization Supervision and Resource Management (6 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 organization and resource management that can be used as a foundation or course for graduates. Healthcare organizations supervision can differ from other sector management in that it is multifaceted especially in the area of generating revenue and reimbursement for services.

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 resource management which may include but may not be limited to the following: healthcare resource 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. (Fall)

AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.) P: ASCH-H 301. This course will build on concepts introduced in ASCH 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. (Spring)

AHSC-C 415 Community Health Assessment, Education, and Promotion (6 cr.) This 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. (Spring)

AHSC-C 425 Program Assessment, Planning, Evaluation I (3 cr.) This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs. (Fall)

AHSC-C 435 Program Assessment, Planning, Evaluation II (6 cr.) P: AHSC-C 425. 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. (Spring)

AHSC-H 301 Health Care Delivery and Leadership (6 cr.) 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. 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 in the ever-changing healthcare environment. (Fall & Spring)

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 application of knowledge to real and simulated case problems. (Spring)

AHSC-H 320 Consumer Health (3 cr.) P: or C: AHSC-H301. 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. (Fall)

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. Students will explore the definition of health, wellness, and illness by various underrepresented groups. Students will be able to critically analyze how various groups are affected by illness, what effect this has on the community, and what health promotion specialists can do to address these concerns in a culturally and linguistically appropriate way. (Fall)

AHSC-H 340 Research in the Health Sciences (3 cr.) 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. (Spring)

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. (Fall)

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. (Fall)

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. (Spring)

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 grantmanship. Must be taken in the final semester. (Spring and Fall)

ANTH-A 104 Introduction to Cultural 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 potential and those influences that shape the different expressions of these potentials. (Fall, Spring, Summer)

ANTH-A 105 Human Origins and Prehistory (3 cr.) Human biological evolution and prehistory from the earliest archaeological record through the rise of civilization. (Fall, Spring, Summer)

ANTH-A 200 Topics in Anthropology (topic varies) (3 cr.) P: ANTH A104. Course is geared to the nonmajor and emphasizes the development of skills in the use of anthropological approaches to the study of human behavior and belief. Topics will vary. ANTH-A 200 may be taken twice with different topics. (Occasionally)

ANTH-A 201 Survey of Applied Anthropology (3 cr.) Each of the four fields of anthropology can be applied to the wide array of challenges humanity faces today. This course explores past and present examples of applied and engaged anthropology to understand what types of issues anthropology has sought to solve, what methods anthropologists have used to approach these issues, and what types of successes and failures applied anthropologists have met with in these processes.

ANTH-A 210 Ancillary Topics in Anthropology (.5-2 cr.) Individual and group activities that may be independent of or connected to a course. May include activities such as discussions, fieldwork, service learning, and applied anthropology projects. May be repeated with different topics to total up to 3 credit hours. (Occasionally)

ANTH-A 220 Hands-on Fossil Observations (1 cr.) Hands-on observations, measurements, and interpretations of human fossils and fossil casts; offered in conjunction with human paleontology courses. (Occasionally)

ANTH-A 230 Linguistic Anthropology Lab (1 cr.) Linguistics problems, word games, and videos. Offered in conjunction with Language and Culture courses. (Occasionally)

ANTH-A 240 History of Ethnographic Film (1 cr.) Viewing of ethnographic films from earliest to most recent, with discussions. Offered in conjunction with theory courses. May be repeated once with different topic and with different theory course.

ANTH-A 360 Development of Anthropological Thought (3 cr.) P: ANTH A104, A105, E200 and at least junior standing An overview of the major theoretical developments within anthropology as the discipline has attempted to produce a universal and unified view of human life based on knowledge of evolution and prehistoric and contemporary cultures. (Spring - even years)

ANTH-A 495 Independent Studies in Anthropology (1-4 cr.) P: Two courses in anthropology and authorization of the instructor. A supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with an anthropology faculty member. (Fall, Spring, Summer I, Summer II)

ANTH-B 201 Bioanthropology and Forensics Lab (3 cr.) C: ANTH B300. Laboratory exercises in anatomy, genetics, primates, fossils; and identification, aging, and sexing of the human skeleton. (Occasionally)

ANTH-B 206 Primate Zoo Observation (1 cr.) P: Any one of ANTH A103, ANTH A105, ANTH B200, ANTH B266, or ANTH B466. Observation of primate anatomy, locomotion, and social behavior at various Midwestern zoos. (Occasionally)

ANTH-B 250 Topics in Biological Anthropology (3 cr.) P: ANTH A105. Selected topics in bioanthropology. May be repeated once with a different topic. (Occasionally)

ANTH-B 300 Bioanthropology (3 cr.) P: ANTH A105. Bioanthropology of humans, basic biological principles, functional morphology, evolutionary history. Human evolution from lower forms, environmental factors, speciation and differentiation, growth, sexual differences, constitutional variability. (Fall - odd years)

ANTH-B 313 Human Evolution (3 cr.) Humans shared their last common ancestor with the rest of the great apes roughly 6 million years ago. In this course we will trace the process of human evolution since this last common ancestor to modern Homo sapiens. This class will investigate what it means to e human, from bipedalism and encephalization to tool use and cultural adaptation to a wide array of physical environments.

ANTH-B 368 The Evolution of Primate Social Behavior (3 cr.) Major patterns of social organization in the order Primates, with focus on several important primate species. Examination of Darwinian theories of behavioral evolution. Particular attention paid to the influence of food-getting and diet on social behavior.

ANTH-B 400 Undergraduate Seminar (3 cr.) P: ANTH-A 105 and junior standing, or three courses in biology or

anatomy. Selected topics in bioanthropology. Analysis of research. Development of skills in analysis and criticism. Topic varies. ANTH-B 400 may be taken twice with different topics. (Occasionally)

ANTH-B 464 Human Paleontology (3 cr.) P: ANTH A105 or B200. Human fossils: their structure, classification, geologic range, and geographical distribution. (Occasionally)

ANTH-B 466 The Primates (3 cr.) P: ANTH A105 or B200. Paleontology, functional morphology, behavior, and natural history of the nonhuman primates. Emphasis on behavioral and ecological correlates of morphology. Credit given for only one of the following: ANTH-B 106, ANTH-B 266, and ANTH-B 466. (Occasionally)

ANTH-E 205 Peoples of the World (3 cr.) P: ANTH-A 104. All peoples have to confront similar challenges in order to survive and thrive as individuals and as societies. This course will examine how several cultures around the world shape their values, behaviors, institutions, and stories in response to external and internal challenges. (Occasionally)

ANTH-E 230 American Ethnic Diversity (3 cr.) This course is an examination of ethnic diversity in the United States. We will begin by looking at how we define ethnicity in the united States and the experience of ethnic group membership in the contemporary United States. We will then look at the ways in which ethnicity intersects with other areas of life, including race, health, multiculturalism, consumerism, and socioeconomic status.

ANTH-E 300 Culture Areas and Ethnic Groups (variable title) (1-3 cr.) P: ANTH-A 104. An ethnographic survey of a selected culture area or ethnic group. (May not be repeated for more than 6 credit hours.) (Occasionally)

ANTH-E 318 Nature/Culture: Global Perspectives in Environmental Anthropology (3 cr.) When we think of nature, what images cone to mind? How are ideas of nature influenced by culture, history, and politics? By the end of the semester, students will recognize how environments represent a collection, not only of plants and animals, but also of meanings and relationships.

ANTH-E 320 Indians of North America (3 cr.) P: ANTH-A 104. Ethnographic survey of culture areas from the Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families. (Fall, Spring)

ANTH-E 324 Native American Art (3 cr.) P: ANTH-A 104. This course is an introduction to the visual arts of Native Americans in the period since contact. Topics will include the artist (traditional and contemporary); the relationship of art, myth, and ritual the effects of contact with other cultures on Indian arts; shamanism and art. Class discussion will be illustrated with slides and movies. (Occasionally)

ANTH-E 329 Indigenous Peoples in the United States in the 20th Century (3 cr.) In the cultural imagination of most Americans, Native Americans are, if not a people of the past, a population residing on reservations and following traditional ways of life. In this course we investigate the real lives and experiences of Native Americans in the 20th century and beyond. We begin with a broad overview of Native American peoples and cultures prior to the 20th century before looking at aspects of contemporary Native American life, including: urban Native communities, the American Indian Movement, Native American health, gaming, and issues of sovereignty, citizenship, and military duty in the United States.

ANTH-E 335 Ancient Civilization of MesoAmerica (3 cr.) P: A104. Historical Ethnography of the major pre-Columbian Civilizations including the Olmec, Mayan and Aztec. Emphasis on the social life, cultural achievements, religion, worldview, and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest. (Occasionally)

ANTH-E 357 Magic, Witchcraft & Religion (3 cr.) This course explores the cultural beliefs about supernatural phenomena around the world. Anthropology expands beyond the idea that religion consists only of traditional denominations with special worship spaces, sacred scriptures, theological doctrine and ordained clergy. The anthropological realm includes traditional healers, shamans, witches, and ancestral spirits, not to mention the whole host of rituals both personal and cultural.

ANTH-E 380 Urban Anthropology (3 cr.) More than half of humanity today lives in urban spaces, and this number is expected to grow to two-thirds in the next 50 years. Throughout its history as a discipline, much of the focus of anthropology has been on small-scale societies. This course explores how anthropology has begun to adapt to world urbanization and looks at what anthropology can contribute to our understandings of human life in cities. We will investigate the methods of anthropology and ethnography in city spaces in addition to tracing theoretical trends in urban anthropology. We will ask how anthropology asks big questions (i.e. How are gender roles changing in city spaces? What inequalities exist in city spaces and how are they perpetuated How to do transnational and multicultural work in cities) and seeks to answer them by looking at local understandings and on-the-ground perspectives.

ANTH-E 400 Undergraduate Seminar (topic varies) (3 cr.) P: ANTH-A 104, and junior standing. Intensive examination of selected topics in anthropology. Emphasis upon analytic investigation and critical discussion. Topics will vary. ANTH E400 may be taken twice with different topics. (Occasionally)

ANTH-E 402 Gender in Cross-Cultural Perspective (3 cr.) Anthropology of gender explores the experiences of men, women, and non-binary individuals cross-culturally. We begin with a brief history of this subfield before delving into questions about gender, performance, and identity: what is the difference between sex and gender? What are the origins of gender inequalities and how are they perpetuated? How are gender roles and ideologies shaped by local culture? Who are non-binary individuals and what are their experiences outside western cultures? And how do processes of globalization alter local conceptualizations and experiences of gender? In this course we look at these and other questions through lectures, readings, films, and seminar discussions.

ANTH-E 404 Field Methods in Ethnography (3 cr.) Introduction to the methods and techniques anthropologists use in ethnographic research. Preparation

of a research proposal, interviewing, and the use of the life histories and case studies.

ANTH-E 421 Food and Culture (3 cr.) Culture is necessary for human survival, and food is the heart of human culture whether on an isolated island or in a high-rise restaurant in Manhattan. Cultures developed around the question: “What’s for supper”? as human energy went to acquire plants and animals for consumption, around which a total field of cultural organization developed. Anthropology takes food beyond the level of merely inventorying the fare we put in our mouths. Food has tremendous social meaning that symbolizes our relationships to each other and to the supernatural. As they say, “You are what you eat".

ANTH-E 423 Life Histories (3 cr.) This course is a methods course in anthropology that provides students with the opportunity to develop and complete ethnographic fieldwork using the life history approach. Anthropologists engage in life history research to connect the complex ways in which individual lives are shaped by larger social and cultural contexts. In this course students will develop and conduct a life history research project, analyze the data from this research, and write a brief life history based upon this study.

ANTH-E 445 Medical Anthropology (3 cr.) P: ANTH A104. 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. (Occasionally)

ANTH-F 116 First Year Seminar (3 cr.) This first year seminar is an introduction to life at Indiana University Northwest, the value of a college degree, and succeeding as a college student.

ANTH-L 300 Culture and Language (3 cr.) P: ANTH-A 104. Explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. (Spring - odd years)

ANTH-P 200 Introduction to Archaeology (3 cr.) P: ANTH-A 104 and ANTH-A 105. Introduction to the goals, methods, and theories that archaeologists use to learn about the past. The pursuit and interpretation of archaeological evidence are explored by reviewing case studies from across the globe and diverse time periods. Topics include food and subsistence, culture change, social life, political economies, and archaeological ethics. (Spring)

ANTH-P 360 Prehistory of North America (3 cr.) An exploration of the archaeology of North America by addressing current issues and debates, including the peopling of the New World, hunter-gatherer research, origins of agriculture, socio-political complexity and inequality, trade and exchange, post-colonial culture contact, and archaeological ethics. Archaeological evidence from several regions and culture areas is emphasized.

ANTH-P 399 Undergraduate Seminar (3 cr.) Intensive examination of selected topics in archaeology. Development of skills in analysis and criticism. Topic varies.

ANTH-X 477 Fieldwork in Anthropology (3 cr.) Fieldwork in anthropology carried out by the student in consultation with faculty members.

ANTH-X 478 Field study in Anthropology (3 cr.) Supervised fieldwork of an anthropological nature arranged through an outside agency or institution, such as an internship, apprenticeship or volunteer at a governmental office, zoo or archaeological site.

AST-A 100 The Solar System (3 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system. (Fall)

AST-A 105 Stars and Galaxies (3 cr.) The sun as a star, physical properties of stars, principles of spectroscopy as applied to astronomy, double stars, variable stars, star clusters, gaseous nebulae, stellar motions and distributions, Milky Way system, external galaxies, expanding universe, cosmic time scale. (Spring)

AST-A 109 Charting the Night Skies (3 cr.) This course discusses the celestial sphere and the relations between the apparent motion of the sun, moon, and planets with respect to the stars. The course will emphasize how to locate and identify bright stars, constellations, deep sky objects, and planets in the night sky.

AST-A 200 Introduction to Cosmology (3 cr.) P: A college-level introductory course in astronomy, chemistry, or physics. An introduction to the ultimate structure and evolution of the universe. Topics include history of cosmology, nature of galaxies, space-time and relativity, models of the universe, black holes, quasars, and sources of gravitational radiation. (Occasionally)

BACC-A 523 Managing Accounting Information Decision Making (3 cr.) This course is designed as an in-depth discussion and analysis of the roles of accounting information systems in current business environments, advanced technologies in accounting information systems, internal accounting controls through systems design, development, and documentation.

BACC-A 571 Accounting Theory and Practice (3 cr.) Important accounting constructs (such as assets, liabilities, cost) will be defined, and measurement issues discussed. Generally accepted accounting principle concepts, principles, and assumptions will be examined. The value of information via an examination of various theories of information and decision making, including psychological theories and theories of ethical decision making will be considered.

BACC-A 573 Advanced Topics in Taxation (3 cr.) Teaches the primary sources of tax law, topics relating to the formation of a business enterprise such as partnerships and corporations, dividends and distributions, proprietorships, S corporations, and international aspects of United States taxation.

BACC-F 583 Topics in Economics (3 cr.) The variable title course is designed for elementary, middle and secondary educators to provide a broad understanding of economic concepts, current economic issues in conjunction with a broad overview of the methods, materials and simulations that can be used to present these concepts to their students. Students will use current

pedagogy to increase their own levels of economic understanding and will examine available media and other economic education materials. It is also the intention the course will enhance teachers' knowledge of economics for not only their professional lives but their personal lives as well. No formal background in economics is assumed of the teachers. However, as a graduate class in economics, educators should expect rigor in the materials presented. Students may retake this course for credit as long as the title is different and they have not taken the course in the past five years.

BACC-L 574 Business Law (3 cr.) Focuses primarily on the law of ownership, forms of business organizations, the uniform commercial code as it relates to sales, commercial paper and secured transactions, governmental regulation of business and accountant's liability.

BIOL-B 351 Fungi (3 cr.) P: passing with grade of C- or better in BIOL-L101 and BIOL-L102. Recommended: Junior or senior standing or consent of the instructor. Morphology, life histories, classification, genetics, physiology, development, ecology, medical and economic importance of fungi. (Occasionally). This course may fullfill the capstone requirement.

BIOL-B 352 Fungi Laboratory (2 cr.) P: P or C B351. R: Junior or senior standing or consent of instructor. Laboratory and field studies of fungi and their activities. (Occasionally)

BIOL-B 355 Plant Diversity (4 cr.) P: passing with grade of C- or better in BIOL-L101 and BIOL-L102 Study of major plant groups - algae to flowering plants. Information will be provided on classification, evolution, ecology, cytology, morphology, anatomy, reproduction, life cycle, and economic importance. Two lectures and one three-hour laboratory per week. (Occasionally)

BIOL-E 111 Basic Biology by Examination I (3 cr.) Credit by examination for demonstrating an understanding of the basic facts and concepts of the lecture content of BIOL-L 102. Credit not given for both BIOL-E 111 and BIOL-L 102 or BIOL-L 111. Lecture credit only. One additional laboratory course must be included in the core program. (Occasionally)

BIOL-E 112 Basic Biology by Examination II (3 cr.) Credit by examination for demonstrating an understanding of basic facts and concepts of the lecture content of BIOL-L 101. Credit not given for both BIOL-E 112 and BIOL-L 101 or BIOL-L 112. (Occasionally)

BIOL-F 116 FIrst Year Seminar in Biology (3 cr.) This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, this course will also cover basic theories and principles of various fields of Biology (Fall, Spring).

BIOL-L 100 Humans and the Biological World (3-5 cr.) Principles of biological organization, from molecules through cells and organizations to populations. Emphasis on processes common to all organisms with special reference to humans. (Fall, Spring, Summer)

BIOL-L 101 Introduction to the Biological Sciences I (4 cr.) P: Placement Exam or departmental authorization. An introductory course designed for biology majors and students majoring in ancillary sciences. Principles of life processes including the chemical basis of life, cell structure and function, genetics, and evolution. (Fall, Spring)

BIOL-L 102 Introduction to the Biological Sciences II (4 cr.) P: A grade of C- or better in the following courses: BIOL-L 101, CHEM-C 105, CHEM-C 125. CHEM-C 106 and CHEM-C 126 may be taken as prerequisites or co-requisites. Integrates a survey of the diversity of life with an emphasis on a comparative review of the major functional systems in diverse groups and an introduction to the principles of ecology. (Summer, Spring)

BIOL-L 104 Introductory Biology Lectures (3 cr.) An introduction to living organisms. Designed for nonscientists with no background in biology. Does not count as a preprofessional course. Primary emphasis may vary with the instructor. Credit given for only one of the following: BIOL-L 100, BIOL-L 104, BIOL-E 112, or BIOL-Q 201.

BIOL-L 200 Environmental Biology and Conservation (3 cr.) P: P: BIOL-L101 with a grade of C- or better Study of flora and fauna of northwest Indiana through laboratory and fieldwork. Emphasis on identification, classification, life histories, and habitats of organisms and their conservation as renewable resources. (Ocasionally)

BIOL-L 211 Molecular Biology (3 cr.) P: P: A grade of C- or better in the following courses: BIOL-L 101, CHEM-C 105, CHEM-C 125. CHEM-C 106 and CHEM-C 126 may be taken as prerequisites or co-requisites. Structure and function of DNA and RNA. DNA replication, mechanisms of mutation, repair, recombination, and transposition. Mechanism and regulation of gene expression. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA. (Fall)

BIOL-L 215 Conservation Biology (3 cr.) P: Sophomore standing. Fundamental ecology will be presented and applied to conservation of ecosystems and wildlife. In laboratory sessions, students will perform research on restoration of an ecosystem, for example, a prairie. This course is for nonmajors only. (Summer I)

BIOL-L 290 Introduction to Biological Research (1 cr.) P: P: BIOL-L101 with a grade of C- or better. An introduction to the biological research at IU Northwest, preparing students to undertake BIOL-L 490 research projects. (Fall, Spring)

BIOL-L 300 Social Implications of Biology (3 cr.) Biological aspects of social problems such as AIDS, genetic engineering, population explosion, eugenics, drug abuse, heredity, hazards of irradiation, etc. (Occasionally)

BIOL-L 302 Topics in Human Biology (3 cr.) P: Non-major junior or senior standing. Physiology, genetics, and biochemistry. Topics to be considered may vary from year to year: cancer, genetic diseases, cardiovascular diseases, blood groups, immune system, genetic damage,

contraception and pregnancy,environmental hazards, genetic engineering, etc. (Occasionally)

BIOL-L 311 Genetics (3-4 cr.) P: P: BIOL-L211 with a passing grade of C- or better. Principles governing the transmission of specific traits to the progeny of prokaryotes and eukaryotes, including bacteria, viruses, fungi, higher plants, and animals. Analysis at the level of the individual and population; interactions between genetic constitution and environment; application to the study of development, human genetic disease,and agricultural breeding. (Spring)

BIOL-L 312 Cell Biology (3-4 cr.) P: BIOL-L211 with a passing grade of C- or better. Current views of the structure and function of cellular organelles and components, with emphasis on the flow of information through the cell, the metabolism that supports cellular functions, and differences among different specialized cells. (Fall)

BIOL-L 316 Fundamentals of Human Sexuality (3 cr.) P: junior standing. An exploration of the anatomical and physiological factors relating to the development of human sexuality with particular emphasis on the biological mechanisms involved in health and disease. (odd years, Summer I or II).

BIOL-L 321 Principles of Immunology (3 cr.) P: P: BIOL-L211 with a passing grade of C- or better; AND CHEM-C101 with a passing grade of C- or better OR CHEM-C105 with a passing grade of C- or better. An introductory survey of the basic principles of immunology and their practical applications. (Occasionally)

BIOL-L 323 Molecular Biology Laboratory (3 cr.) P: BIOL-L211 with a passing grade of C- or better. Manipulation and analysis of genes and genomes. Gene cloning and library screening. Gene amplification and disease diagnosis. Gene mapping and southern blot analysis of complex genome structure. (Occasionally)

BIOL-L 331 Human Genetics (3 cr.) P: BIOL-311 with a passing grade of C- or better OR by consent of instructor. Principles of heredity at the molecular, cellular, individual, and population levels. Credit not given for both BIOL-L 363 and BIOL-L 331. This course may fullfill the capstone requirement. (Fall)

BIOL-L 378 Biological Aspects of Aging (3 cr.) P: BIOL-L100, PHYS-P130, or equivalent with a grade of C- or better. Biological mechanisms that alter cells with age and the effects those changes have on the human organism as a whole. Models for the aging process will be presented, as well as research done on the major systems of the body. For non-majors only. (even years, Summer I or II)

BIOL-L 391 Special Topics in Biology (1-3 cr.) P: Consent of the instructor. Study and analysis of selected biological issues and problems. Topics vary from semester to semester. May be repeated with change in topics. (Fall, Spring, Summer I, Summer II)

BIOL-L 403 Biology Seminar (1 cr.) Individual presentation of topics of current importance. Student cannot enroll for more than two semesters for credit. (Spring)

BIOL-L 473 Ecology (3-4 cr.) P: 8 credit hours of biology courses above the 100 level with grade of C- or better. Major concepts of ecology for science majors or science education majors; relation of individual organisms to their environment; population ecology; structure and function of ecosystems. Course serves as one option for capstone course for the biology major. (Fall)

BIOL-L 476 Regional Ecology (2 cr.) P: BIOL-L473 with a grade of C- or better OR consent of instructor. Open to juniors and seniors only. Selective trips to ecological areas to study both the flora and fauna of a biome. (Occasionally)

BIOL-L 482 Restoration Ecology (3 cr.) P: 8 credit hours of biology courses above the 300 level with grade of C- or better. This course presents the fundamentals of ecology and restoration ecology to the restoration/ reestablishment of natural ecological communities. The lab will feature actual restoration/reestablishment of wetlands, prairies, savannas, woodlands, and forests of Northwest Indiana. (Occasionally)

BIOL-L 483 Conservation Biology (3 cr.) P: 8 credit hours of biology courses at or above the 300 level. This course will present scientific fundamentals applied to conservation of endangered species, biodiversity, and ecosystems. The lab will feature field experiments that evaluate the level of success of various conservation projects (e.g., plant diversity, animal diversity, ecosystem function) in Northwest Indiana. (Occasionally)

BIOL-L 490 Individual Study (1-3 cr.) P: Permission of faculty supervising research. Must complete a written assignment as evidence of each semester's work and present an oral report to complete more than 6 credit hours. (Fall, Spring, Summer I, II)

BIOL-L 498 Internship in Professional Practice (1-6 cr.) P: Consent of Department. Provides an opportunity for students to receive credit for selected career-related work. Evaluation by employer and faculty sponsor on a satisfactory/unsatisfactory basis. (Fall, Spring, Summer)

BIOL-L 499 Internship in Biology Instruction (3 cr.) P: Consent of departmental chairperson. Supervised experience in teaching undergraduate biology courses. (Fall, Spring, Summer)

BIOL-M 200 Microorganism in Nature and Disease (3-4 cr.) R: high school chemistry and biology. Principles of microbiology, including the study of major microbial groups, cultivation, physiology and genetics, destruction, and control of microorganisms in nature and disease. For students in programs requiring one semester of microbiology (not premedical or medical technology students). Includes laboratory (Spring, Summer)

BIOL-M 310 Microbiology (3-4 cr.) P: CHEM-C 105 - CHEM-C 106, and BIOL-L 211, or permission of instructor. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. (Fall)

BIOL-M 420 Environmental Microbiology (3 cr.) P: BIOL-M310 with a grade of C- or better or consenst of instructor. Introduction to important concepts in environmental microbiology, including biogeochemical cycles, microbial habitats, public health microbiology, water and wastewater treatment, and the methods used to observe and measure microbial processes. This

course meets the intensive writing requirement for the IU Northwest campus. (Occasionally)

BIOL-M 440 Medical Microbiology (3 cr.) P: BIOL-M310 with a grade of C- or better or consenst of instructor. Microorganisms as agents of disease; host/parasite relationships; epidemiology. (Occasionally)

BIOL-N 213 Human Biology Lab (1 cr.) Laboratory to accompany Human Biology Lecture. Students must be concurrently enrolled in Human Biology (P130) lecture. Consent of instructor is required. (Fall)

BIOL-T 570 Evolution (3 cr.) 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 592 Social Implications of Biology (3 cr.) Biological aspects of social problems such as AIDS, genetic engineering, population explosion, eugenics, drug abuse, heredity, hazards of irradiation, etc.

BIOL-Z 317 Developmental Biology (3 cr.) P: BIOL-L311 with a grade of C- or better or BIOL-L 211 and consent of instructor.. Analysis of developmental processes that lead to the construction of whole organisms from single cells. Includes the principles of embryology and analysis of mutations affecting development. (Occasionally)

BIOL-Z 318 Developmental Biology Laboratory (2 cr.) P: BIOL-L211 with a passing grade of C- or better AND BIOL L311 with with a passing grade of C- or better and either concurrently enrolled in BIOL Z317 or having passed Z317 previously with grade of C- or better. A laboratory about developing organisms, with emphasis on vetrebrate embryology and organogenesis.

BIOL-Z 406 Vertebrate Zoology (3-4 cr.) P: BIOL-L101 and BIOL-L102 with grade of C- or better. Morphology, ecology, life history, physiology, and general biology of vertebrates. (Spring)

BIOL-Z 466 Endocrinology (3 cr.) P: BIOL L211 with a passing grade of C- or better AND CHEM C341 (or equivalent) with passing grade of C- or better AND at least junior standing. Experimental procedures and results relative to glandular interrelationships; mode of actions of hormones and their role in behavior of organisms. This course may fulfill the capstone requirement. (odd years, Spring)

BUNW-A 510 Management Communications (3 cr.) Investigates communication processes and strategies used by managers. Students will learn to use critical thinking skills to develop and present effective oral and written presentations to business audiences; to identify, assess, and select alternate communication strategies. Presentation software and other computer applications will be integrated in the course. (MBA Elective)

BUNW-A 512 Statistical Tools for Management (3 cr.) Application of probability theory and statistics to business decision making. Builds on knowledge from previous courses. Topical areas included are random distributions, sampling theory, inference testing, simple and multiple regression, correlation and curve- fitting, analysis of variance, experimental design, factor analysis, and time series analysis. (MBA Foundation Course)

BUNW-A 513 Accounting for Decision Making (3 cr.) P: All foundation courses. Accounting is an integral part of a management information system. This course emphasizes obtaining, organizing, and using accounting information from the standpoint of internal management for planning and control. The course is divided equally between financial and managerial topics that focus on uses of accounting information. (MBA Core Course)

BUNW-A 514 Economics for Managers (3 cr.) Provides the student with an opportunity to learn the central core of traditional microeconomic theory, including the theory of the firm, the theory of consumer demand, and the theory of markets, while also introducing applications of the theory to several areas of business decision making. (MBA Foundation Course)

BUNW-A 515 Management and Organization Behavior (3 cr.) Review of management history and the role of managers. Includes management principles, concepts, and functions, and their relationships to effective management of modern organizations. Includes models of leadership, motivation, and communication; and integration of the individual, group, and organization. (MBA Foundation Course)

BUNW-A 516 Management Information Systems (3 cr.) P: All foundation courses. An integration of applications and techniques. The design of management information systems. Advanced topics include the interaction between organizational structure, the information system, and the database. Case studies of system design and implementation. (MBA Core Course)

BUNW-B 511 Marketing Management (3 cr.) Marketing planning and decision making examined from the firm's and consumers' 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. (MBA Foundation Course)

BUNW-B 512 Financial Management (3 cr.) An introduction to the firm's investment, financing, and dividend decisions. Working capital management, capital budgeting, and capital structure strategies. (MBA Foundation Course)

BUNW-B 513 Operations Management (3 cr.) P: All foundation courses. Application of statistical and quantitative techniques to the design of work methods and standards, materials management and handling systems, inventory control, scheduling and planning, production-line design, plant layout and location, maintenance, and product control. Includes discussion of material requirements planning (MRP and MRP-II), just-in-time inventory (JIT) and its Japanese equivalent KANBAN, quality control (QC), and operations strategy. (MBA Core Course)

BUNW-B 514 Legal, Ethical and Social Environment of Business (3 cr.) P: All foundation courses. Basic understanding of the legal environment and the roles

that legal factors, from local ordinances to international law, play in all business decisions. Legal concepts are illustrated from the viewpoint of the individual firm. (MBA Core Course)

BUNW-B 515 Introduction to International Business (3 cr.) P: All foundation courses. Economic, political, and social environment of foreign business affairs in "developed" and "underdeveloped" countries. Influence of business policy environment in marketing and overseas operations. (MBA International Elective)

BUNW-C 512 Managing in a Team-Based Organization (3 cr.) P: All foundation courses. Uses multiple psychological and behavioral assessment tools as a foundation to evaluate and enhance student capabilities in teamwork and leadership. (MBA Core Course)

BUNW-C 515 Strategic Marketing Management (3 cr.) P: All foundation courses. A case approach to marketing problems and solutions involving marketing adaptations of conceptual, quantitative, behavioral, and economic analysis. (MBA Core Course)

BUNW-C 517 Financial Management Analysis (3 cr.) P: All foundation courses. Application of financial theory and techniques of analysis in searching for optimal solutions to financial management problems. (MBA Core Course)

BUNW-D 511 Management Strategy (3 cr.) P: All foundation courses and BUNW-A 516, BUNW-0517, BUNW-B 513, and one of last four classes taken prior to graduation. Administration of the business firm from the point of view of top management. Formulation and administration of policy; integration of internal operations with each other and with the environment; diagnosis of executive and organizational problems; evaluation of administrative strategies. Case studies and research reports supplement lectures, discussions, and selected readings. (MBA Core Course)

BUNW-E 501 International Economics: Globalization and International Economies in Transition (3 cr.) History and challenges of globalization in the twenty first century; economic reform process in the developed and developing world; emerging markets, country report on fast-growing economies of Asia, Africa, South America and the transitional economies of Eastern Europe. (MBA International Elective)

BUNW-F 517 Speculative Markets and Investment Strategies (3 cr.) P: BUNW-B 512. An in-depth analysis of the market for commodities, options, and real estate; and capital management within the legal, competitive, and economic environment. (MBA Elective)

BUNW-F 524 Investment Management (3 cr.) P: BUNW B512.
Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions. (MBA Elective)

BUNW-F 527 Speculative Markets and Investment Strategies (3 cr.) P: BUNW-B 512. An in-depth analysis of the market for commodities, options, and real estate; and capital management within the legal, competitive, and economic environment. (MBA Elective)

BUNW-F 575 Management of International Operations (3 cr.) P: BUNW B512. Financial management of foreign operations of the firm. Financial constraints of the international environment and their effect on standard concepts of financial management. Study of international currency flows, forward cover, and international banking practices. (MBA Elective)

BUNW-F 591 Independent Study in Business (1-6 cr.) P: Consent of instructor and dean.

BUNW-G 514 Human Resources Management (3 cr.) P: All foundation courses. Modern personnel practices such as recruitment and selection, job classification, and training and development in a contemporary setting; the roles of management, government, and unions in collective bargaining.

BUNW-G 522 Personnel Measurement (3 cr.) P: BUNW A512, BUNW A515. Examination of techniques for measuring personnel characteristics and performance. Basic research methods and techniques. (MBA Elective)

BUNW-G 540 Labor Economics (3 cr.) P: BUNW A514. The economic issues and implications of the labor force. Particular emphasis on labor markets, earnings, hours of work, unemployment, and inflation. (MBA Elective)

BUNW-G 545 Collective Bargaining (3 cr.) P: All foundation courses. Emphasis is on the negotiating process, the structure of bargaining, and the issues involved in the bargaining process. (MBA Elective)

BUNW-G 549 Topics in Collective Bargaining (3 cr.) P: All foundation courses. In-depth analysis of contemporary collective bargaining issues, topics, etc. (MBA Elective)

BUNW-M 503 Applied Marketing Research (3 cr.) P: BUNW B511, BUNW A512. An analytical information-based approach to solving major classes of marketing management problems, such as forecasting, market segmentation, and resource allocation. Case problem applications of problem structuring and marketing data collection processing, and analysis. (MBA Elective)

BUNW-M 550 Buyer Behavior (3 cr.) P: BUNW B511 or equivalent. Buyer behavior relevant to marketing decisions. Analysis of buyer capacities, capabilities, and motivations in relation to environmental factors and the marketing context. Implications for product design and promotion. Applications of behavioral sciences to buyer behavior. Survey of research methods and behavioral models. Discussion of contemporary issues in both consumer and industrial buyer behavior. (MBA Elective)

BUNW-M 595 International Marketing (3 cr.) P: BUNW B511 or equivalent. Due to the rise of emerging markets such as China and India, and the regional trade blocks such as NAFTA and the EU, the world trade is undergoing a rapid transformation. As a result, U.S. businesses, large and small, are becoming deeply involved in international business. Under these circumstances, it is imperative that business managers possess the skill sets to adapt their marketing strategies to the needs of international markets. This course will cover the concepts and theories pertaining to international marketing, and provide the tools necessary to develop an international marketing plan.

BUNW-S 560 Management Information Systems Design and Applications (3 cr.) P: BUNW A516. Integration and application of the concepts, tools, and techniques learned in prior management of information systems courses using case and/or field studies. Consideration of the economic, organizational, behavioral, technical, legal, and other environmental contingencies in information systems design. Consideration of issues in project team management and systems integration. (MBA Elective)

BUNW-W 511 New Venture Creation (3 cr.) P: All foundation courses. Covers the entire breadth of the new venture-creation process, from idea generation to financing the proposed venture. The course employs lectures and case analyses to introduce a substantive framework for new ventures. Students develop business plan proposals in teams and then simulate the negotiation process of obtaining capital. (MBA Elective)

BUNW-W 511 Seminar in Industrial Relations (3 cr.) P: All foundation courses. Explores current issues in industrial relations and human resource management, including management decisions about recruiting, testing, hiring, assessing performance, structuring compensation, and retaining workers. Current public policy issues will also be discussed. (MBA Elective)

BUNW-W 516 Organization Development and Change (3 cr.) P: BUNW A515. Techniques for introducing and successfully managing change in complex organizations. Forces inducing change, organizational barriers to change, strategies for overcoming resistance to change, intervention techniques, and elements of effective programs for organizational change. (MBA Elective)

BUNW-W 530 Organizations and Organizational Design (3 cr.) P: BUNW A515. Designing the basic organizational structure and the operating mechanisms that implement this basic structure. Design of the structure involves dividing and assigning the organization's work among positions and work groups (departments). Operating mechanisms include control procedures, information systems, reward systems, and spatial arrangements. Theories and applications to a wide variety of organizations. (MBA Elective)

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: Sophomore standing. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions. (Fall, Spring, Summer)

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS A201 and 24 hours. Concepts and issues of management accounting, cost determination, and analysis. (Fall, Spring, Summer)

BUS-A 206 Uses of Financial Accounting Data (3 cr.) P: BUS A201, CSCI A106 and 24 hours. May be used towards General Education Electives in B.S. in Business program. No credit given if BUS A305 previously taken. This course requires students to use accounting software to begin and complete the accounting cycle for several small businesses. Included are the preparation and printing of financial statements as well as a variety of software generated reports including accounts receivable, accounts payable, customer lists, inventories and payroll. (Occasionally)

BUS-A 305 Accounting for Small and Medium Enterprises (3 cr.) P: BUS-A201 and CSCI-A106. Expands students' business knowledge by focusing their attention on the accounting processes, software, as well as issues and concerns that are vital to small- and medium-size businesses to assist these businesses in meeting their objectives of growth. No credit given if BUS A206 already taken prior to enrollment (Occasionally)

BUS-A 311 Intermediate Accounting I (3 cr.) P: BUS A202 and 56 credit hours. Theory of asset valuation and income measurement. Principles underlying published financial statements. (Fall)

BUS-A 312 Intermediate Accounting II (3 cr.) P: BUS-A 311 Special sales arrangements; cash flow and forecasting; presentations and interpretation of financial data; price level problems. (Spring)

BUS-A 325 Cost Accounting (3 cr.) P: BUS A202 and 56 hours. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning. (Spring)

BUS-A 328 Introduction to Taxation (3 cr.) P: BUS A202 and 56 hours. Internal Revenue code and regulations. Emphasis on income, exclusions from income, deductions, and credits. Use of tax forms in practical problem situations. (Fall)

BUS-A 335 Fund Accounting (3 cr.) P: BUS A311 and 56 hours. Financial management and accounting for non-profit-seeking entities; municipal and federal government, schools, and hospitals. (Occasionally)

BUS-A 337 Accounting Information Systems (3 cr.) P: BUS-A 311, CSCI-A 106 Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of systems analysis, simple computer-based systems, and internal controls and applications. Orientation in the use of a microcomputer. (Occasionally)

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 estates, trusts, partnerships, and corporations. Tax forms and practical tax-problem situations. (Occasionally)

BUS-A 422 Advanced Financial Accounting (3 cr.) P: BUS-A 312 Generally accepted accounting principles as applied to branches, consolidations, foreign operations, corporate combinations, and insolvency and liquidations. (Occasionally)

BUS-A 424 Auditing (3 cr.) P: BUS A312 and 56 hours. Internal and external audits of business operations. Review of internal control including EDP systems. Verification of systems for recording and processing transactions and balance sheet and operating accounts. Statistical sampling in auditing. (Occasionally)

BUS-A 433 The International Aspects of Accounting (3 cr.) P: BUS-A 311 Study of differences between countries in accounting principles, in legal traditions reflected in corporation and tax laws, and in political and economic philosophies as revealed in attitudes of management and labor toward their social and economic involvement. (Occasionally)

BUS-A 434 Professional Aspects of Accounting (3 cr.) P: BUS-A 328 or previous income tax training and 60 credit hours. Requires section authorization. A project based course serving the VITA Program (Voluntary Income Tax Assistance Program) during tax season. Students will interact with clients and prepare tax returns under the supervision of a faculty member. This course involves additional out of class time (Spring)

BUS-A 490 Special Studies in Accounting (1-3 cr.) P: BUS A202 and 56 hours. Special course permission is also needed. Supervised individual study and research in student's 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. (Fall, Spring, Summer)

BUS-D 301 International Business Environment (3 cr.) P: ECON-E 201 and ECON-E 202 and 56 hours How the international business environment affects us as citizens, consumers, and employer(ee)s. Describe trade, investments, and financial links among countries. Help interpret contemporary events from the perspective of international business. (Fall, Spring)

BUS-F 260 Personal Finance (3 cr.) P: No prerequisite. Open to freshmen. Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities. Use of financial planning software. (Fall, Spring, Summer)

BUS-F 261 Basics of Personal Investments (3 cr.) An introduction to the basic theory and practical techniques for the process of setting and achieving personal investment objectives. Course topics typically include: risk tolerances; sources and measurements of risk and return; the mechanics of economic, industry and company analysis; and characteristics of equities, fixed income and other investment classes. (Occasionally)

BUS-F 301 Financial Management (3 cr.) P: BUS-A 201 & sophomore standing. Conceptual framework of the firm's investment, financing, and dividend decisions; includes working capital management, capital budgeting, and capital structure strategies. (Fall, Spring)

BUS-F 402 Financial Decision Making (3 cr.) P: BUS-F 301 and 56 hours. Special course permission is also needed. Application of financial theory and techniques of analysis in search for optimal solutions to financial management problems. (Occasionally)

BUS-F 420 Investment (3 cr.) P: BUS-F 301 & 56 hours. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions. (Fall)

BUS-F 423 Topics in Investment (3 cr.) P: BUS F420 and 56 hours. An in-depth analysis of selected topics in security analysis, investment banking, and portfolio construction. (Occasionally)

BUS-F 490 Independent Study in Finance (1-3 cr.) P: BUS-F 301 & 56 hours. Special course permission is also needed. (Fall, Spring, Summer)

BUS-F 494 International Finance (3 cr.) P: BUS-F 301 and 56 hours. Financial management of foreign operations of the firm. Financial constraints of the international environment and their effect on standard concepts of financial management. Study of international currency flows, forward cover, and the currency exposure. (Spring)

BUS-G 300 Introduction to Managerial Economics (3 cr.) P: ECON-E 270, ECON-E 201, ECON-E 202, BUS-P 301, & MATH-M 118 and 56 hours. Applications of elementary concepts of microeconomic theory in the solution of business problems. Production and cost analysis. Decision making under uncertainty. Economic approaches to business strategy. (Occasionally)

BUS-G 330 Principles of Urban Economics (3 cr.) P: ECON-E 201 or consent of instructor Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of current urban problems; urban growth and structure; public provisions of urban services, housing, employment, transportation; relationships between public and private sectors. (Occasionally)

BUS-G 406 Business Enterprise and Public Policy (3 cr.) P: 9 credit hours of economics Legal, political, and economic framework of American business-government relationships; emergence of specific industry promotion, regulation, and public ownership; government promotion of competition and policing of market practice. (Occasionally)

BUS-G 409 Business Conditions and Public Policy (3 cr.) P: 9 credit hours of economics. Measurement and economic analysis of general business conditions; the role of government in promoting high employment, price stability, and economic growth. (Occasionally)

BUS-G 490 Independent Study in Business Economics and Public Policy (1-3 cr.) P: Consent of instructor and dean two weeks prior to enrollment. (Occasionally)

BUS-J 403 Management Capstone (4 cr.) P: BUS F301; BUS P301; BUS M301; BUS Z302; BUS K321; senior standing and admitted to the School of Busienss and Economics. Concerned with the role and tasks of firms' top managers (i.e., strategic decision makers). This course is designed to provide an appreciation for the total firm perspective and the means by which firms create and sustain competitive advantage in today's increasingly challenging and complex business environment (domestic and global). Strategic management of a firm involves diagnosing the firm's current situation and developing realistic solutions to the strategic and organizational problems that confront top managers. This course focuses on the small business enterprise and involves an extensive team-based field consulting project with local small business. (Spring, Summer)

BUS-K 221 Introduction to Information Systems for Business (3 cr.) P: BUS-W 100 and CSCI-A 106, 26 hours, and admitted to the School of Business. Introduction to usage of computers and Internet in business; the components of information systems for business, and applications of software in a business environment, software tools for communication, decision support, and productivity improvement. (Fall, Spring)

BUS-K 321 Management Information Systems (3 cr.) P: BUS-K 221 and CSCI-A 285 and 56 hours Introduction to management information systems and systems theory; system life-cycle and development processes;

investigation and analysis of information systems as a managerial resource for decision making. Emphasizes business-oriented information systems. (Fall, Spring)

BUS-K 410 Decision Support Systems (3 cr.) P: BUS-K 321 Investigation, analysis, and development of decision support systems, executive information systems, and intelligent systems for decision making; technologies and applications of decision support systems and intelligent systems; building and presenting a prototype of decision support system and expert system. (Occasionally)

BUS-L 201 Legal Environment of Business (3 cr.) P: ENG-W 131 or sophomore standing. Emphasis on the nature of law through 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 203. (Fall, Spring, Summer)

BUS-L 303 Commercial Law II (3 cr.) P: BUS-L 201 Law of ownership, forms of business organization, commercial paper, real and personal property, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law. (Occasionally)

BUS-M 200 Marketing and Society: Roles and Responsibilities (3 cr.) P: No prerequisites. Open to freshman. The course will help students appreciate the relationship between marketing and the consumer culture. The course will also aid the student in becoming a more aware and intelligent consumer. It will highlight the roles played by the different stakeholders, including consumers, industries, and government. Credit not given if BUS-M 301 already taken prior to enrollment in this course. (Occasionally)

BUS-M 210 Social Media Marketing (3 cr.) The course will help students to learn what social media are and how they influence personal life and business communication. The course will acquaint the students with the top sites, and will highlight how businesses are using social media for communication, branding, marketing, customer service, and market research. Students will learn 1quick, easy ways to use popular social network sites to engage and retain customers. (Occasionally)

BUS-M 301 Introduction to Marketing Management (3 cr.) P: BUS-A 201 and ECON-E 201. Overview of marketing for all undergraduates. Marketing planning and decision making examined from the firm's and consumers' point 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 implementation. Marketing systems views in terms of both public and private policy in a pluralistic society. (Fall, Spring)

BUS-M 303 Marketing Research (3 cr.) P: BUS-M 301, ECON-E 270 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, experimental design, and data analysis. (Occasionally)

BUS-M 401 International Marketing (3 cr.) P: M301 & 56 hours Surveys the strategic marketing planning factors facing domestic marketing managers operating in the multinational environment. Focuses on the importance of cultural dynamics and legal, political, geographic, and environmental factors. Identifies characteristics of markets in various stages of development. Contrasts domestic product, pricing, promotion, and distribution policies with those practiced by international marketers. Provides a foundation for students interested in exploring international opportunities. (Occasionally)

BUS-M 403 Direct Marketing (3 cr.) P: BUS-M 301, BUS-M 303. Survey of theory and methods of marketing directly without intervening distribution intermediaries to consumers and business/industrial customers. Particular emphasis given to applications of existing and emerging computer, communications, and other technologies; behavioral trends and other uncontrollable factors; and balancing of both analytical skills and creative talent. (Occasionally)

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301 and PSY-P 102 and 56 hours 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. (Occasionally)

BUS-M 407 Business to Business Marketing (3 cr.) P: BUS-M 303 or BUS-M 300 (offered at IUB and IUPUI) and PSY-P 101 or PSY-P 102. Examination of marketing problems, decision methods, and philosophies involved in the marketing of industrial goods and services. Differences, similarities, and interrelationships between consumer and industrial marketing. (Occasionally)

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 therole of advertising in marketing communications in different cultures. (Occasionally)

BUS-M 419 Retail Management (3 cr.) P: BUS M301 and 56 hours. Major management problems in retail institutions. Treatment of retail/marketing strategy design and problems related to financial requirements, buying, inventory, pricing, promotion, merchandising, physical facilities, location, and personnel. (Occasionally)

BUS-M 426 Sales Management (3 cr.) P: BUS-M 325. Emphasizes the activities and problems of first-line field sales managers. Includes organizing the sales force, recruiting, training, compensation, motivation, sales techniques, forecasting, territory design, evaluation, and control. Lecture and case studies. (Occasionally)

BUS-M 432 Digital Marketing (3 cr.) P: BUS-M 301. Marketing in the digital age is markedly different than in the past. Students get a hands-on experience with critiquing and creating digital marketing strategies. (Occasionally)

BUS-M 450 Marketing Strategy (3 cr.) P: BUS-M 301 and 56 hours Provides an in-depth understanding of the job of the typical product or band manager in a consumer product industry. Focus is on four major activities common to the position of a product manager: analysis of market

information; developing a product strategy; programming the strategy; and implementation. (Fall, Spring)

BUS-M 480 Professional Practice in Marketing (3-6 cr.) P: BUS-M 301 & 56 hours. Special course permission also needed. Work experience in cooperating firm or agencies. Comprehensive written report. Grades of A, S, or F assigned by faculty. (Fall, Spring, Summer)

BUS-M 490 Special Studies in Marketing (1-3 cr.) P: M301 & 56 hours. Special course permission is also needed. Supervised individual study and research in student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of the work to be completed. Comprehensive written report required. (Fall, Spring, Summer)

BUS-N 300 Principles of Risk and Insurance (3 cr.) Nature of risk; insurance as method of dealing with risk; property, liability, life, and health insurance; insurance as an economic and social institution. (Occasionally)

BUS-P 301 Operations Management (3 cr.) P: E270. Role of production in a business enterprise; basic types of production processes used in industry. Emphasis on application of economic principles and analytical techniques to decisions made by the operations manager of any business. (Fall, Spring)

BUS-R 300 Principles of Real Estate (3 cr.) Real estate divisions and operations related to location factors; reference to economic background of cities, city growth and structure, neighborhoods, and districts; real estate market analysis; principal subdivisions of real estate field; managerial policies of private enterprises and government agencies. (Occasionally)

BUS-S 305 Business Telecommunications (E-commerce) (3 cr.) P: BUS-K 321 Introduces telecommunications technologies and computer networking as applicable to enhancing business performance. Includes analysis and discussion of Web and Internet technologies for operations, business, and commerce. Includes hands-on experience with Web and Internet technologies and software. (Occasionally)

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 for juniors and seniors in the School of Business and Economics. (Fall, Spring)

BUS-W 301 Simulation of Business Enterprise (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302, BUS K321, senior standing and admitted to the School of Business and Economics. An integrative course designed to provide the student with an opportunity to synthesize analytical skills and knowledge developed in the basic functional fields of business.(Occasionally)

BUS-W 311 Small Business Entrepreneurship (3 cr.) P: Junior standing. Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal form, problems of the closely held firm, sources of funds, preparation of a business plan, and negotiating. (Fall)

BUS-W 402 Simulation of Business Enterprise (1 cr.) P: F301, M301, P301, Z302, K321; senior standing and admitted to the School of Business and Economics. An integrative course designed to provide the student with the opportunity to synthesize analytical skills and knowledge developed in the basic functional fields of business. (Fall, Spring, Summer)

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-W 301, BUS-Z 302 Analysis and development of organizational theories with emphasis on environmental dependencies, sociotechnical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as intervention strategies and techniques, barriers to change, organizational analysis, and evaluation of formal change programs. (Occasionally)

BUS-W 480 Professional Practices in Management (3 cr.) P: Z302 & 56 hours. Special course permission is also needed. This course title is reserved for students who are conducting an internship in the functional area of management and who wish to obtain credit. Internships are coordinated with the Office of Career Services. (Fall, Spring, Summer)

BUS-W 490 Independent Study in Business Administration (1-3 cr.) P: Z302 & 56 hours. Special course permission is also needed. Supervised individual study and research in student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of the work to be completed. Written report required. (Fall, Spring, Summer)

BUS-X 220 Career Perspectives (2 cr.) P: No prerequisite. Open to freshmen. A course designed to assist students in developing career and related academic goals and skills relative to professional employment in business administration; to assist students in making sound, informed choices regarding potential career paths and attendant academic options within the business administration degree program; to develop a more sophisticated understanding of the professional realm, the changing nature of work, and those tools and knowledge critical to developing effective career management skills. No credit is given to juniors and seniors in the School of Business and Economics. (Fall, Spring)

BUS-X 255 Diversity and Inclusion in the Workplace (1 cr.) P: No prerequisite. Open to freshman. Identify and evaluate biases, assumptions and stereotypes about diverse groups. Understand the impact of social identity group membership. Appraise the benefits of diversity and inclusion in the workplace and in society. (Fall, Spring)

BUS-X 410 Business Career Planning and Placement (1 cr.) P: Junior standing. Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaign, job-application methods, interview, initial conduct on job. Includes addresses by prominent executives. Enrollment for juniors recommended. (Fall, Spring, Summer)

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: 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. (Fall, Spring)

BUS-Z 440 Personnel—Human Resource Management (3 cr.) P: BUS-Z 301 or BUS-Z 302. Nature of human resource planning, development, and utilization in modern organizations. Establishment and operation of a total human resource program. Includes recruitment, selection, training and development, performance appraisal, reward systems, benefit programs, role of personnel department, and role of government. (Fall, Spring)

BUS-Z 441 Wage and Salary Administration (3 cr.) P: BUS-Z 302 & 56 hours. Tools and techniques of wage and salary administration consisting of steps in job evaluation, wage theories and complexities; a total framework of the compensation program involving systems of reward and implications for management decision making is presented. (Occasionally)

BUS-Z 442 Leading and Motivating Individuals and Teams (3 cr.) P: BUS-Z 302 & 56 hours. Improves manager's ability to motivate employees to work on behalf of the company by examining what motivates people to work and how to direct individuals and teams toward a desired goal. (Fall, Spring)

BUS-Z 444 Personnel Research and Measurement (3 cr.) P: BUS Z302, BUS Z440, ECON E270 and 56 hours. Personnel search through review and evaluation of studies in appropriate journals, opportunity to master personnel measurement techniques. Job analysis, job evaluation, wage-curve computation, predictor validation techniques, morale measurement, and personnel auditing. (Occasionally)

BUS-Z 480 Professional Practices in Human Resource Management (3 cr.) P: Z440 & 60 hours. Special course permission is also needed. This course title is reserved for students who are conducting an internship in the functional area of human resource management and who wish to obtain credit. Internships are coordinated with the Office of Career Services. (Fall, Spring, Summer)

CDNS-C 101 Introduction to Canadian Studies (3 cr.) This interdisciplinary course introduces the student to some of the problems explored by the humanities and social sciences in the study of Canada. Themes will vary from year to year and could cover topics such as Canadian-American relations, Quebec's special status, regionalism, trade, and the environment. (Fall)

CDNS-C 301 Canadian Diversity (3 cr.) P: CDNS-C101 Study of diversity in contemporary Quebec and English Canada through a variety of interdisciplinary readings drawn from literature, culture studies, politics, and social history. Course may focus on the multicultural experience in Canada, on particular ethnic or racial groups, or on other dimensions of diversity as evidenced by cultural, linguistic, religious, or sexual minorities. (Spring)

CDNS-C 350 Introduction to French Canadian Literature and Civilization (3 cr.) The civilization of French Canada from New France to the present. Tendencies in the novel from the late-nineteenth century to the beginning of the twenty-first century. Selections from poetry anthologies, with special emphasis on Nelligan, Grandbois, and the contemporary scene. Selected plays from Gelinas to Desrosiers. (Occasionally)

CDNS-C 400 Comparative Canadian Literature (3 cr.) Survey of French and English Canadian fiction, from a comparative perspective. Representative works from early-twentieth-century novelists to the contemporary period. (Occasionally)

CDNS-C 495 Advanced Topics in Canadian Studies (3 cr.) P: junior standing or consent of the instructor Seminar or small group discussion of topics in Canadian studies; independent study or research in selected problems in Canadian studies. (Occasionally)

CHEM-C 100 The World of Chemistry (3 cr.) Intended for nonscience majors, the chemistry of everyday life: water, air, plastics, fuels, nutrition, medicinal and agricultural products, living systems, and consumer chemistry. Lectures illustrated by visual displays, computer animation, and interviews with famous scientists and on-site demonstrations of industrial processes. (Fall, Spring, often in Summer I or Summer II)

CHEM-C 101 Elementary Chemistry I (3 cr.) P: MATH-A 100 or higher. It is strongly encouraged that students at a math level of MA102 or less first take MATH-M117 (Intermediate Algebra) before taking CHEM-C 101. Introduction to chemistry, includes chemical and gas laws, atomic and molecular structure, energy, equilibrium, kinetics, states of matter, and applications in chemical processes. Usually taken concurrently with CHEM-C 121. Lectures and discussion. The two sequences, CHEM-C 101-CHEM-C 121 and CHEM-C 102-CHEM-C 122, usually satisfy programs that require only two semesters of chemistry. (Fall, Spring, often in Summer)

CHEM-C 102 Elementary Chemistry II (3 cr.) P: CHEM-C 101 Continuation of CHEM-C 101. Usually taken concurrently with CHEM-C 122. The chemistry of organic compounds and their reactions, followed by an extensive introduction to biochemistry. Lectures and discussion. (Spring, occasionally in Summer I or Summer II)

CHEM-C 103 Principles of Chemistry (5 cr.) P: MATH-M 117 (may be taken concurrently) or higher. This course is intended for students majoring in science. The focus of this course will be on preparing students for CHEM-C 105. The course will concentrate on problem solving in the sciences. Areas of science covered besides chemistry will be biochemistry, biology, neuroscience, geoscience, physics, medicine, environmental science. Students must receive a grade of C or better to advance to CHEM-C 105.

CHEM-C 105 Principles of Chemistry I (3 cr.) P: MATH-M117, CHEM-C101 or chemistry placement exam. Basic chemical principles, including stoichiometry, atomic and molecular structure, bonding, gases, and solutions. Lectures and discussion. (Fall, Spring, Summer)

CHEM-C 106 Principles of Chemistry II (3 cr.) P: M125 and C105. CHEM-C 126 recommended concurrently. Chemical equilibria with emphasis on acids, bases, solubility, and electrochemistry; elementary thermodynamics; chemical kinetics; descriptive chemistry; and coordination compounds. Lectures and discussion. (Fall, Spring, Summer II)

CHEM-C 110 The Chemistry of Life (3 cr.) Intended for nonscience majors, the qualitative survey of chemistry with applications to biology and health. Emphasis is placed on foundation chemistry and the chemistry of

biomolecules and their interactions. (Fall, Spring, Summer I)

CHEM-C 120 Chemistry Laboratory (2 cr.) P: or C: CHEM-C 100, laboratory component of CHEM-C 100. Experiments illustrating chemical principles and their applications to biology, environment, and health sciences. Laboratory and laboratory lecture. (Fall, Spring)

CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) P: CHEM-C 101 C: CHEM-C 101 An introduction to the techniques and reasoning of experimental chemistry. (Fall, Spring, often in Summer I or Summer II)

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) P: CHEM-C 101, CHEM-C 121, CHEM-C 102 C: CHEM-C 102 Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. (Spring)

CHEM-C 125 Experimental Chemistry I (2 cr.) P: or C: CHEM-C 105. An introduction to laboratory experimentation with emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, molecular geometry, and synthesis. (Fall, Spring, Summer I)

CHEM-C 126 Experimental Chemistry II (2 cr.) P: CHEM-C 106 or concurrent, CHEM-C 125. A continuation of CHEM-C 125 with emphasis on equilibria, qualitative analysis, acids and bases, thermodynamics, oxidation-reduction (including electrochemistry), chemical kinetics, and spectrometry. (Fall, Spring, Summer II)

CHEM-C 209 Special Problems (1-2 cr.) Preparation of special reports on topic(s) designated by chemistry faculty from the results of the proficiency examination. (Occasionally)

CHEM-C 301 Chemistry Seminar (1 cr.) Independent study and reading with emphasis on basic chemistry and interdisciplinary applications. Research reports and discussions by students and faculty. (Spring)

CHEM-C 303 Environmental Chemistry Lecture (3 cr.) P: CHEM-C 106, CHEM-C 126, and CHEM-C 341. Investigation of the chemistry of water and air pollution; analytical procedures and techniques as applied to pollution problems, effects, and controls. This course will be offered as part of a postbaccalaureate environmental sciences certificate. (Occasionally)

CHEM-C 310 Analytical Chemistry (3-5 cr.) P: CHEM-C 341 or CHEM-C 342 and MATH-M 215. Fundamental analytical processes, including solution equilibria, electrochemical theory and applications, and selected instrumental methods. (Fall, Spring - twice every three years)

CHEM-C 335 Inorganic Chemistry Laboratory (1-3 cr.) P: or C: CHEM-C 430. Preparation of inorganic and organometallic compounds illustrating special and advanced techniques, including characterization by modern physical methods. (Occasionally)

CHEM-C 341 Organic Chemistry Lecture I (3 cr.) P: CHEM-C 106, CHEM-C 126 Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. (Fall, Summer I)

CHEM-C 342 Organic Chemistry Lecture II (3 cr.) P: CHEM-C 343 C: CHEM-C 343 Syntheses and reactions of polyfunctional compounds, natural and industrial products; physical and chemical methods of identification. (Spring, Summer II)

CHEM-C 343 Organic Chemistry Laboratory I (2 cr.) P: C341, W131. Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods. (Fall, Summer I)

CHEM-C 344 Organic Chemistry Laboratory II (2 cr.) P: CHEM-C 343, CHEM-C 342 C: CHEM-C 342 Preparation, isolation, and identification of organic compounds; emphasis on modern research methods. (Spring, Summer II)

CHEM-C 361 Physical Chemistry I (3 cr.) P: CHEM-C 106; MATH-M 216; PHYS-P 202 or PHYS-P 222. MATH-M311 (Calculus 3) is encouraged, either taken or concurrently. Chemical thermodynamics, probability, kinetic theory of gases, transport processes, kinetics, and other topics in the chemistry of bulk matter. (Fall)

CHEM-C 362 Physical Chemistry II (3 cr.) P: C361, M311. Introduction to quantum mechanics. Structure and spectra of atoms, molecules, and solids. (Spring - alternate year)

CHEM-C 363 Experimental Physical Chemistry (2-4 cr.) P: CHEM-C 106. P: or C: CHEM-C 361. Experimental work to illustrate principles of physical chemistry and to introduce research techniques. (Fall)

CHEM-C 409 Chemical Research (1-5 cr.) P: senior standing (open also to Honors juniors). Can be elected only after consultation with research advisor and approval of chairperson. May be taken for total of 10 credit hours. (Fall, Spring, Summer)

CHEM-C 410 Principles of Chemical Instrumentation (4 cr.) P: CHEM-C 310 or consent of instructor. Theory and practice of modern analytical methods, including electro-analytical techniques, quantitative spectrophotometry, magnetic methods, extraction, and chromatography. (Spring—alternate years)

CHEM-C 430 Inorganic Chemistry (3 cr.) P: CHEM-C 341. Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, inorganic synthetic methods. Special topics. (Fall)

CHEM-C 431 Advanced Inorganic Chemistry (3 cr.) P: CHEM-C 430. Systematic descriptive chemistry of the elements. Emphasis onperiodic properties, chemical bonding, and thermodynamic and kinetic properties. (Occasionally)

CHEM-C 441 Advanced Organic Chemistry (3 cr.) P: CHEM-C 342. The structure of organic compounds, the mechanisms, and the synthetic application of organic reactions. (Occasionally)

CHEM-C 481 Physical Biochemistry (3 cr.) P: CHEM C484; CHEM-C342; MATH M215. Physical chemistry of biological macromolecules; structure and conformation of proteins and nucleic acids; thermodynamics and kinetics of biochemical reactions.

CHEM-C 484 Biomolecules and Catabolism (3 cr.) P: CHEM-C105, 106, 341 and 343 Structure and function of cellular components and catabolism of glucose.

CHEM-C 485 Biosynthetic Pathways and Central Metabolism (3 cr.) Biosynthetic pathways control of metabolsim, and drug design.

CHEM-C 487 Biochemistry Laboratory (2 cr.) 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-T 525 Forensic Chemistry (3 cr.) P: CHEM-C 106, CHEM-C 126, and CHEM-C 341. Chemical analysis of drugs, polymers, fingerprints, paints, inks, explosives, accelerants, glass, blood, DNA, soil, and other evidence found at a crime scene.

CHEM-T 560 Environmental Chemistry (3 cr.) P: CHEM-C 106, CHEM-C 126, and CHEM-C 341. Investigation of the chemistry of water and air pollution; analytical procedures and techniques as applied to pollution problems, effects, and controls. This course will be offered as part of a postbaccalaureate environmental sciences certificate.

CHRI-C 101 Introduction to Latino Studies (3 cr.) An introduction to the most important themes of the Chicano and Puerto Rican experiences from the disciplinary perspectives of arts, education, folklore, history, literature, music, political science, and sociology. Pre-Columbian to World War II. (Fall, Summer I)

CHRI-C 151 Minority People in the United States (3 cr.) A study of the cultural experiences of minority people in the United States. Focus will be on African Americans and Latinos. Other minority groups will be studied where appropriate. The course will be interdisciplinary in nature with a heavy emphasis on the analysis of original texts. Credit may not be earned for both AFRO-A 151 and CHRI-C 151. (Spring)

CHRI-C 213 Politics of Chicano Cultural Identity (3 cr.) Following the conclusion of World War II, a relatively distinct Chicano racial/cultural identity emerges in communities throughout the Southwest and major urban areas of the Midwest. This course examines the relationship between this cultural identity and the Chicano social movement politics of the 1960s and early 1970s. (Spring)

CHRI-C 290 Topics in Latino Studies (3 cr.) P: consent of the instructor Analysis of selected topics and contemporary issues related to the Chicano and Puerto Rican experiences in the United States. Topics will be chosen by the instructor and vary from semester to semester. May be repeated once with a different topic. (Fall, Spring)

CHRI-C 301 History of Puerto Rico (3 cr.) Colonization by Spain; international development; Spanish-American War; occupation by United States; economic, social and political development; migration to the mainland; debate on independence, autonomy, and statehood. Cross-listed with HIST-F 301. (Occasionally)

CHRI-C 351 Latino Culture and Society (3 cr.) P: sophomore standing or consent of instructor This course will be a survey of Latino culture and society in the United States. There will be an emphasis on how Latinos have used forms of cultural expression to interpret their experience in this country. (Occasionally)

CHRI-C 352 History of Latinos in the United States (3 cr.) Latino experience in the United States; economic and social factors of the Latino role in a non-Latino nation. Cross-listed with HIST-A 352. (Fall)

CHRI-C 444 History of Mexico (3 cr.) Brief survey of the colonial period and independence movement. Ideological conflicts within Republic. Revolution of 1910. Relationship with United States from Mexican viewpoint. Cross-listed with HIST-F 444. (Occasionally)

CHRI-C 446 Mexican and Puerto Rican Immigration and Migration (3 cr.) Study of the migration of Mexicans and Puerto Ricans to the United States. Emphasis will be on push-pull factors of migration; the incorporation of both groups into the American socioeconomic structure; the role of federal legislation in patterns of migration; and the special plight of undocumented workers. (Occasionally)

CHRI-C 490 Topics in Latino Studies (3 cr.) Extensive analysis of selected topics and contemporary issues relating to the Chicano and Puerto Rican experiences in the United States. Topics vary from semester to semester. May be repeated once with a different topic. (Fall, Spring)

CHRI-C 495 Individual Readings in Latino Studies (1-3 cr.) P: Consent of instructor. Intensive study of a specific problem in Chicano-Riqueo studies. May be repeated once for credit. (Fall, Spring).

CMLT-C 190 An Introduction to Film (3 cr.) Nature of film technique and film language; analysis of specific films and introduction to major critical approaches in film studies. (Occasionally)

CMLT-C 216 Science Fiction, Fantasy, & Western Tradition (3 cr.) Historical and comparative survey of science fiction and fantasy narrative from antiquity to the present. The origin of scientific narrative in ancient Greek literature, its relation to ancient myths, and its history and development. Emphasis on philosophical, cognitive, and scientific aspects of the genre. (Occasionally)

CMLT-C 217 Detective, Mystery/Horror Literature (3 cr.) Origins, evolution, conventions, criticism, and theory of the detective and mystery story; history of the Gothic novel; later development of the tale of terror; major works of this type in Western fiction. (Occasionally)

CMLT-C 253 Third World and Black American Films (3 cr.) Black American films, both within the Hollywood "mainstream" and from the more independent producers; films from Africa, India, and Latin America. Discussion and analysis of the individual films as well as their cultural backgrounds. (Occasionally)

CMLT-C 261 Introduction to African Literature (3 cr.) Oral and written poetry, epic, fiction, and drama from around the continent used to illustrate varied aspects of African life, aesthetic issues, and theoretical debates. (Every other year)

CMLT-C 340 Women in World Literature (3 cr.) R: 3 credits in literature. Comparison of attitudes toward

women in works of different ages and societies. Study of stereotyped images in relation to literary and social conventions. Focus on one genre or mode each time course is offered (e.g., women in drama, in narrative, in satire). (Occasionally)

CMLT-C 460 Origins of African Literature (3 cr.) The roots of Francophone African literature in the Antilles. Haitian literature (Price-Mars, Cesaire, Depestre). The Paris movement of Negritude (Senghor, Damas, Cesaire). Contribution of Afro-American writers (Hughes, McKay, Toomer). African poetry (Senghor, D. Diop, Dadie) and novels (Camara Laye, Beti, Oyono). All readings in English translations. (Occasionally)

COAS-E 104 Topics in Social and Historical Studies (3-4 cr.) Specific topics will vary by section and over time, but all versions will meet the objectives of the COAS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the S&B distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and related skills are stressed.

COAS-F 116 First Year Seminar (3 cr.) This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN (Fall, Spring).

COAS-J 151 Career Exploration and Development (1 cr.) Provides an opportunity to explore career options and define career objectives through the use of recognized occupational preference tests, self-evaluation techniques, guest lecturers, and outside readings. Intended for freshmen and sophomores.

COAS-S 104 Freshman Seminar in Social and Historical Studies (3 cr.) This class is designed to help first-year students begin a successful college career. It includes a broad range of topics and experiences designed to help students adjust to college-level work. Topics will vary. Open only to freshmen.

COAS-W 398 Internship in Professional Practice (1-6 cr.) P: Consent of the instructor.

COMM-C 320 Advanced Public Speaking (3 cr.) P: SPCH-S 121 Development of a marked degree of skills in preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, and felicitous style. (Occasionally)

COMM-C 340 Practicum in Media Production (3 cr.) This course is designed to give students hands-on practical experience with all facets of television and radio production. In this course, students will work with others as part of a team in media production and complete a comprehensive and professional quality portfolio of his or her work.

COMM-C 351 TV Production I (3 cr.) Coordination and integration of production principles for practical application in television; emphasis on studio production of nondramatic program forms. Lecture and laboratory. (Occasionally)

COMM-C 429 Public Relations Campaigns (3 cr.) P: Junior Standing or Instructor Approval. Examination of the relationship between theory and practice through experiential learning in the context of a public relations campaign. This course emphasizes research and evaluation for academic and/or public presentation. The applied aspect focuses on implementing a community campaign emphasizing critical thinking, creativity, problem solving, and strategic planning toward diverse publics through traditional and electronic communication platforms. This is an intensive writing course. (Fall)

COMM-C 462 Media Theory and Criticism (3 cr.) P: TEL-C 200 Description and evaluation of various theoretical strategies that attempt to explain the ways individuals and groups react to media. Critical analysis of several media with attention to the connective and artistic functions of visual and aural components. (Occasionally)

COMM-F 116 First Year Seminar in Communication (3 cr.) P: SPCH-S 121 This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, this course will also cover basic theories and principles in various fields of communication (Fall, Spring).

COMM-J 219 Introduction to Public Relations (3 cr.) An overview of theory and practice in the profession of public relations; the impact and contributions of the profession to history; and the academic and professional contributions globally. Viewed as a process, public relations research, measurement and evaluation contributions are based on ethical professional codes and legal foundations. (Fall and Spring)

COMM-J 321 Principles of Public Relations (3 cr.) P: Junior Standing or Instructor Approval. This advanced course in public relations focuses on an analysis of key concepts such as transparency, ethics, strategy, issue management, crisis communication, reputation management, risk communication, social marketing, activism, media relations, corporate social responsibility, technological development, and global public relations. The research-based findings establish the value of public relations to society, especially the concern about public relations literacy. (Spring)

COMM-M 215 Media Literacy (3 cr.) This course provides a framework to access, analyze, evaluate, and participate with media messages in a variety of forms, including video and the Internet. It helps students develop the ability toe encode and decode symbols and to synthesize and analyze messages, empowering them to become critical thinkers and makers of mediated content.

COMM-M 460 Culture and Mass Communication (3 cr.) P: TEL-C 200. This course is a critical overview of the relationship between mass media and American culture. Course content will explore what it means (politically, economically, culturally, and morally) to live in a culture in which a major portion of information comes to the

citizen through multiple channels of mass communication. (Occasionally)

CSCI-A 103 Microcomputer Applications: Word Processing (1 cr.) P: Placement by CSCI-A 106 placement test Word processing portion of CSCI-A 106. To be taught concurrently with CSCI-A 106. Lecture and laboratory. Credit not given for both CSCI-A 103 and (CSCI-A 106 or CSCI-A 200) and BUS-K 201.

CSCI-A 104 Microcomputer Applications: Spreadsheets (1 cr.) P: Placement by CSCI-A 106 placement test Spreadsheet portion of CSCI-A 106. C: CSCI-A 106. Lecture and laboratory. Credit not given for both CSCI-A 104 and (CSCI-A 106 or CSCI-A 200) and BUS-K 201.

CSCI-A 105 Microcomputer Applications: Databases (1 cr.) P: Placement by CSCI-A 106 placement test Relational database portion of CSCI-A 106. To be taught concurrently with CSCI-A 106. Lecture and laboratory. Credit not given for both CSCI-A 105 and (CSCI-A 106 or CSCI-A 200) and BUS-K 201.

CSCI-A 106 Introduction to Computing (3 cr.) The use of computers in everyday activities. How computers work; use of packaged programs for word processing, spreadsheets, file management, communication, graphics, etc. Lecture and laboratory. No credit given for both CSCI-A 106 and BUS-K 201. (Fall, Spring, Summer)

CSCI-A 201 Introduction to Computers and Programming (4 cr.) P: CSCI-C 150, or MATH-M 100 or higher, or consent of instructor Emphasis on modular programming, user-interface design, and documentation principles. (Fall)

CSCI-A 210 Introduction to Visual Basic Programming (4 cr.) P: CSCI-C 150, or MATH-M 100 or higher. Introduction to business application programming. Students learn the skills necessary to design and implement programs and program interfaces using rapid application development techniques and visual development tools such as Visual Basic. (Fall)

CSCI-A 213 Database Applications (3 cr.) P: CSCI-A106. 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-A 247 Network Technologies and Administration (3 cr.) P: CSCI-C 106 or consent of instructor Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory exercises provide practical experience. (Spring)

CSCI-A 251 Introduction to Digital Imaging Applications (3 cr.) P: CSCI-A 106. An introduction to digital imaging software applications such as Adobe Photoshop and Illustrator. Students will learn the technical skills necessary to use such digital imaging software, primarily for the use of Office applications and Web development. (once a year)

CSCI-A 285 Advanced Microcomputer Applications (3 cr.) P: CSCI-A 106. Introduces and applies advanced features of microcomputer applications packages such as word processors, spreadsheets, graphic presentation software, etc. Emphasis is put on the movement of data among various software packages and on the creation and use of macros, styles, and scripts. (Fall, Spring, Summer)

CSCI-A 302 Object-Oriented Programming Techniques (4 cr.) P: CSCI-A 201. Advanced programming techniques: user-oriented functions and types, recursion versus iteration, parameter-passing mechanisms. Abstract data types: stacks, queues, linked lists, trees, hash tables. Algorithmic solutions to standard problems of searching, sorting, string matching, space-time complexity. Continued emphasis on programming styles issues. Object-oriented programming. Credit cannot be given for both CSCI-A 302 and INFO-I 211 except with permission. (Spring)

CSCI-A 340 An Introduction to Web Programming (3 cr.) P: CSCI-A 348. An introduction to programming Web documents, including HTML, JavaScript, and Perl. Creation of a simple Web site, including a home page with dynamic elements, using both client-side and server-side techniques. (Fall)

CSCI-A 346 User Interface Programming (3 cr.) P: CSCI-A 210, or consent of instructor Learn to prototype and build graphical user interfaces for computer applications, using contemporary software design methodology. Students design and implement prototype interfaces to applications provided by the instructor. Extensive use of both commercial and experimental software tools. (Spring)

CSCI-A 347 Computer and Network Security Essentials (3 cr.) The computing security problem. Threats, vulnerabilities, exploits, defenses, and countermeasures. Firewalls and TCP/IP services. Information and risk. Implementing security policies and practices. Disaster planning, prevention, and recovery operations. Legal, ethical and privacy issues. (Spring, Fall, alternate years)

CSCI-A 348 Mastering the World Wide Web (3 cr.) P: CSCI-A 106. Project-oriented course leading to the ability to maintain a fully functional Web site. Topics include Internet network protocols and Web programming, server administration, protocols, site design, and searching and indexing technologies. (Fall, Spring, Summer)

CSCI-A 447 Advanced Networking Systems and Administration (3 cr.) P: CSCI-A 247 or CSCI-C 106. This course provides a comprehensive study of LAN communication protocols. The Open Systems Interconnect (OSI) model, client/server operating system architectures, basic security services, and systems administration concepts. Students design, construct, administer a LAN using a popular network operating system. (Spring)

CSCI-A 590 Topics in Programming (1-3 cr.) Eight-week to sixteen-week course designed to provide foundations for using modern programming tools for applications and web development.

CSCI-A 605 Advanced Web Page Development (3 cr.) P: CSCI-A348. CSCI-A 340 recommended. This class takes a deeper look at webpage development, focusing

on the user experience in order to create responsive, fluid websites that adapt to different device sizes and behaviors. The course will include more details on HTML5 forms, CSS3, and jQuery. In addition, students will explore using JavaScript to create drawings and animations applied to HTML5.

CSCI-B 551 Elements of Artificial Intelligence (3 cr.) P: CSCI-C 307 or other advanced programming courses. Introduction to major issues and approaches in artificial intelligence. Principles of reactive, goal-based, and utility-based agents. Problem-solving and search. Knowledge representation and design of representational vocabularies. Inference and theorem proving, reasoning under uncertainity, planning. Overview of machine learning.

CSCI-B 561 Advanced Database Concepts (3 cr.) Database models and systems: especially relational and object-oriented; relational database design theory; structures for efficient data access; query languages and processing; database applications development; views. Transaction management: concurrency and recovery.

CSCI-B 565 Data Mining (3 cr.) Algorithimic and practical aspects of discovering patterns and relationships in large databases. The course also provides hands-on experience in data analysis, clustering and prediction. Topics include: data preprocessing and exploration, data warehousing, association rule minig, classification and regression, clustering, anomaly detection, human factors and social issues in data mining.

CSCI-B 649 Topics in Systems (3 cr.) Content depends on topic.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.) An introduction to computers and data processing. Includes the historical and current status of data processing and electronic digital computers; a survey of computer applications; foundations of computer programming; survey of programming languages. Credit cannot be given for both CSCI-C 106 and INFO-I 101. (Fall, Spring, Summer I)

CSCI-C 150 Procedures and Problem Solving (3 cr.) P: MATH-M 117 or higher. A systematic examination of problem perception and problem-solving techniques with an emphasis on data processing and information systems applications. Includes the study of structured methodologies and various heuristic and algorithmic procedures. By providing training in problem solving independent of a programming language, the student will be better prepared to use these skills in programming and computer applications classes that assume their mastery. (Spring, Summer)

CSCI-C 201 Computer Programming II (4 cr.) P: CSCI-C 150 and MATH-M 100 or higher Computer programming, algorithm, and program structure. Computer solutions to problems. FORTRAN or Java will be the vehicle for program development. Lecture and discussion. Credit will not be given for both CSCI-C 201 and CSCI-A 201 or CSCI-C 203 or INFO-I 210, except by permission of the department. (Fall)

CSCI-C 203 COBOL and File Processing (4 cr.) P: CSCI-C 106 and CSCI-C 150. Computer programming and algorithms. Application to large file processing functions of an organization. Credit not given for both CSCI-C 203 and CSCI-C 201, or for both CSCI-C 203 and CSCI-C 303, except by permission of the department. (Occasionally)

CSCI-C 297 Sophomore Topics in Computer Sciences (3 cr.) P: CSCI A106 or CSCI C106. 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 systems. May be repeated for no more than 9 credit hours. (Occasionally)

CSCI-C 307 Applied Programming Techniques (3 cr.) P: CSCI-C 201 Programming techniques: data analysis, sorting and searching, use of tape and disk files, string and text manipulation. Credit cannot be given for both CSI-C 307 and INFO-I 211, except by permission. (Spring)

CSCI-C 311 Programming Languages (4 cr.) P: CSCI-A 302 or CSCI-C 307 or CSCI-C 320 or CSCI-A 346 Systematic approach to programming languages. Relationships among languages, properties and features of language, and the computer environment necessary to use languages. Lecture and laboratory. (Occasionally)

CSCI-C 320 Advanced COBOL (3 cr.) P: CSCI-C 203 A continuation and extension of COBOL syntax as taught in CSCI-C 203. Extensive use will be made of structured COBOL in the development of large programs requiring access to various file structures. (Occasionally)

CSCI-C 330 Object-oriented Systems Analysis and Design (3 cr.) P: CSCI-A 106 and CSCI-C 106. This course is an introduction to object-oriented analysis and design. The course covers the foundations, methods and phases of object-oriented analysis and design in developing an information system. Building an information system requires requirements collection, behavioral modeling and dynamic interactions in the system. A major goal of this course is to teach core concepts, modeling methods, UML diagrams and major phases of analysis and design. The topics to be introduced include methodology, object orientation, requirements collection, domain analysis, use case modeling, structural modeling and database modeling. (Fall)

CSCI-C 343 Data Structures (4 cr.) P: CSCI-A 302 or CSCI-C 307 or CSCI-C 320 or CSCI-A 346 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. Lectures and laboratory. (Occasionally)

CSCI-C 390 Individual Programming Laboratory (1-3 cr.) P: CSCI-A 302 or CSCI-C 307 or CSCI-C 320 or CSCI-A 346 Students will design, program, verify, and document a special project assignment selected in consultation with an instructor. This course may be taken several times up to a maximum of 6 credits. Prior to enrolling, students must arrange for an instructor to supervise their course activity. (Fall, Spring, Summer I, Summer II)

CSCI-C 410 Simulation and Modeling (3 cr.) P: Two semesters of programming and one semester of statistics or permission of instructor. Construction of various types

of computer science models and simulations, including scheduling and forecasting, queuing, and process control. (Occasionally)

CSCI-C 430 Object-Oriented Systems Analysis and Design II (3 cr.) P: CSCI-C 330 and one semester of programming. This course is the second class for object-oriented systems analysis and design. The course covers advanced topics in object-oriented systems analysis and design. The topics to be introduced include dynamic modeling, design patterns and factory method, the user interface, components and reuse, database modeling and implementation. In combination with software development tools, students will apply, in course projects, these design methods and skills to design an information system and implement important functions in the system. (Spring)

CSCI-C 442 Database Systems (3 cr.) P: CSCI-C 330. This course covers the fundamentals of database design and management focusing on the relational database model. Students will acquire the knowledge of database application technology; write queries by Structured Query Language (SQL); design tables via normalization; data modeling with the entity-relationship model; transform data models into a rational model. Students will learn database administration and manage multiusers in DBMS. Students will learn one popular Database Management System (DBMS) and learn Data Definition Language (DDL) for database relations. Students will also develop a database application and manage a remote database via the application. (Spring)

CSCI-C 445 Information Systems Design (3 cr.) P: CSCI-C 343. Concepts, theory, and practice in systems design and analysis with particular attention to current database methods and control. (Occasionally)

CSCI-C 446 Information Systems Development (3 cr.) P: CSCI-C 445 or consent of instructor Analysis and implementation of information systems. Hardware organization and the relationship to software constructs such as sequential versus direct access, coding and indexing strategies, inverted files, rings, trees, and multilinked structures. (Occasionally)

CSCI-C 504 Data analysis using R (3 cr.) This course will teach programming in R and methods of using R for data analysis. The course covers fundamentals of R programming, importing and managing data, data manipulation, descriptive statistics, data visualization, clustering, simulation and regression and classification. The format of the class will be lectures by instructor, projects to be submitted, presentation of projects, and class discussions. Some basic knowledge of programming and statistics is a prerequisite for this course.

CSCI-C 605 Advanced Web Page Development (3 cr.) P: CSCI-A348(Required). CSCI-A340(Recommended). This class is an advanced web page development, focusing on User Experience to create responsive, fluid websites that adapt to different device size and behaviors. The course will include more details on HTML5 forms, CSS3, JavaScript and jQuery.

CSCI-C 606 Unix/Linux Administration (3 cr.) P: Consent of instructor. This course provides a comprehensive study of Local Area Networks (LANs), LAN technologies, Layered TCP/IP architecture, Switching, Internet addressing, routing protocols, congestion control and Applications (DNS, HTTP, peer-to-peer networks). Students will design, construct, and administer a LAN using a popular network operating system (Linux).

CSCI-F 116 First Year Seminar in Computer Information Systems (3 cr.) This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. In this class you will explore computer science and IT related topics that are needed for day to day life in this informatoin technology world (Fall, Spring).

CSCI-P 532 Object-oriented software development (3 cr.) P: CSCI-C 307 or other advanced programming courses. This course will help turn motivated students into superior contributors to any small- to mid-sized commercial or open-source software project. It takes a hands-on, learn-by-doing approach. Students are introduced to design patterns, tools, and teamwork strategies from teh first assignment to the last project.

CSCI-Y 398 Internship in Professional Practice (1-6 cr.) P: sophomore standing; approval of major department. Designed to provide opportunities for students to receive credit for selected, career related, full-time or part-time work. Evaluation by employer and faculty sponsors. May be repeated for a maximum of 6 credit hours. (Fall, Spring, Summer)

CSCI-Y 790 Graduate Independent Study (1-6. cr.) Independent study under the direction of a faculty member, culminating in a written report.

DAST-A 211 Oral Pathology, Physiology, and Anatomy I (2 cr.) An overview of the structures, functions and selected diseases of the human body, including basic cells, tissues, organs, and organic systems. (Spring)

DAST-A 212 Dental Therapeutics and Medical Emergencies (2 cr.) This course will present the pharmacology of medications that are commonly used by the physician and dentist and the diseases and indications for which these drugs are prescribed. Also, the class will review the systemic diseases and adverse reactions to dental treatment that can result in a medical emergency in the dental office and the armamentarium, medications, and procedures for treating these emergencies. (Fall)

DAST-A 213 Oral Pathology, Physiology, and Anatomy II (1 cr.) This course is an introduction to diseases of the face and oral cavity and their related structures. (Spring)

DAST-A 221 Microbiology and Asepsis Technique (2 cr.) A study of microbial types, oral microbiology, bloodborne diseases and infection control, including procedures on instrument cleaning and sterilization, surface disinfection, use of protective barriers, waste management and hazardous materials management. (Fall)

DAST-A 231 Dental Materials Lecture I (2 cr.) These lecture and laboratory courses [Dental Materials Lecture I and II] are designed to familiarize the student with the basic mechanical, physical, and chemical properties of dental materials. The role of the assistant in selection,

manipulation and biological considerations of dental materials is stressed. (Spring)

DAST-A 232 Dental Materials Lecture II (2 cr.) These lecture and laboratory courses [Dental Materials I and II] are designed to require the student to utilize critical thinking and problem solving skills while incorporating mechanical, physical, and chemical properties of dental materials in the laboratory setting. The role of the assistant in selection, manipulation, and biological considerations of dental materials is stressed. (Summer I)

DAST-A 241 Preventive Dentistry & Nutrition (2 cr.) Etiology and prevention of oral diseases. The role of the dental assistant in the different procedures comprising an office preventive program. The effects of major nutrients on physiologic body processes; applied nutrition in dental caries and periodontal disease. Clinical and laboratory experiences. (Spring)

DAST-A 252 Radiology Clinic II (1 cr.) Clinical experience in the placing, exposing, processing, evaluating, and mounting of intraoral and extraoral dental radiographs. Practical application of radiation safety measures and patient management techniques are required in the clinical setting. (Spring/Summer I)

DAST-A 261 Behavioral Science (1 cr.) An introduction to psychology applicable in the dental office, emphasizing communication and personal relationships; the role of the dental assistant as seen by the dentist, office personnel, and patient. Attitude, personality, motivation, and habit formation are discussed from a dental perspective. (Summer I)

DAST-A 262 Written and Oral Communication (2 cr.) Instruction and practice in gathering and organizing material for written and oral presentation. Individual and group projects in communication, including table clinic posters and professional articles for presentation and/or publication. (Summer I)

DAST-A 271 Clinical Science I (5 cr.) A core course in dental nomenclature; historical developments in dentistry; role of assistant as member of the dental health team; dental specialties; charting the mouth; identification and utilization of instruments and equipment; principles of dental procedures and instrument transfer, isolation techniques and asepsis procedures. (Fall)

DAST-A 272 Clinical Science II (5 cr.) Clinical chairside experience, including an extramural assignment; allows for refining student skills. A seminar provides students opportunities to share experiences. (Spring/Summer I)

DAST-A 282 Practice Management, Ethics, and Jurisprudence (2 cr.) A course designed to emphasize the role of the dental assistant in the management of a dental office through reception procedures, appointment control, record keeping, purchasing, third party reimbursement, financial systems, telephone techniques, and inventory control. The legal and ethical aspects of dentistry are discussed as well as interviewing techniques and resumes. (Summer I)

DHYG-H 204 Periodontics: First Year (1 cr.) A study of periodontal diseases, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions. (Spring)

DHYG-H 205 Medical and Dental Emergencies: First Year (1 cr.) A study of emergency situations in the dental office, including predisposing factors, drugs, and treatment to include the support of the cardiopulmonary system. (Fall)

DHYG-H 211 Head and Neck Anatomy: First Year (2 cr.) Head and neck anatomy, with emphasis on muscles of mastication, nerves and blood vessels supplying the teeth, and temporomandibular joint problems. (Fall)

DHYG-H 214 Oral Anatomy: First Year (3 cr.) A study of the morphology, structure, and function of deciduous and permanent teeth and their surrounding tissues, with laboratory procedures, including the identification and reproduction of tooth forms by viewing representative teeth. An introduction to the osteology of the maxilla and mandible, the nerve and vascular supply of teeth, the muscles of mastication, and the anatomy of the temporomandibular joint. (Fall)

DHYG-H 215 Pharmacology and Therapeutics: First Year (2 cr.) Actions and uses of drugs and theory of anesthetics; emphasis on drugs used in dentistry. (Spring)

DHYG-H 217 Preventive Dentistry: First Year (2 cr.) Etiology of prevalent oral diseases and their prevention, with particular emphasis on biofilm, biofilm control, and fluorides. The effects of major nutrients in the physiologic body process; applied nutrition in dental caries and periodontal disease. (Fall)

DHYG-H 218 Fundamentals of Dental Hygiene: First Year (4 cr.) An introduction to the theory, principles, and procedures necessary for the performance of dental hygiene services through didactic, laboratory, and clinical experiences. There will be emphasis placed on infection control procedures, structures of the oral cavity, soft and hard deposits, instrumentation, medical/dental histories, oral inspection, polishing and fluoride procedures. (Fall)

DHYG-H 219 Clinical Practice I: First Year (4 cr.) P: Prereq required; DHYG-H 218. Performance of dental hygiene services in a clinical setting. Didactic and clinical instruction in advanced theories, principles, and procedures necessary to perform an oral prophylaxis. Emphasis will be placed on the enrichment of skills necessary to perform preventive oral health services. (Spring)

DHYG-H 220 Summer Radiology Clinic: First Year (1 cr.) Continued performance of intraoral and extraoral radiographs. (Summer I)

DHYG-H 221 Clinical Dental Hygiene Procedures: First Year (3 cr.) Continued performance of dental hygiene services in a clinical setting. (Summer I)

DHYG-H 224 Oral Histology and Embryology: First Year (1 cr.) P: Requires School Authorization Dent Ugrd. A study of the histological aspects of the tooth and periodontium. Also a brief study of the embryologic development of the face and teeth. (Spring/Summer I)

DHYG-H 242 Introduction to Dentistry: First Year (1 cr.) An overview of the dental specialties with emphasis on the dental personnel's role within each of the dental specialties. (Fall/Spring)

DHYG-H 250 Local Anesthesia and Pain Control: Second Year (2 cr.) Prepare the student for the clinical administration of local anesthetic drugs. Provide the dental hygiene student with the understanding of the neurophysiology of local anesthetic action coupled with the pharmacology of the local anesthetics and vasoconstrictors. (Fall)

DHYG-H 301 Clinical Practice II: Second Year (5 cr.) Continued performance of dental hygiene services in the clinical setting. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. (Fall)

DHYG-H 302 Clinical Practice III: Second Year (5 cr.) Continued performance of dental hygiene services in the clinical setting. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. (Spring)

DHYG-H 303 Radiology: First Year (3 cr.) Through didactic instruction, the student will learn the principles of radiation protection, theories of radiographic image formation, chemistry of film processing, radiation hygiene, and interpretation of processed radiographs. The laboratory portion of the course will include the practical application of exposure and processing techniques. (Fall)

DHYG-H 304 Oral Pathology: Second Year (2 cr.) An overview of the diseases of the human body with specific emphasis on developmental abnormalities and acquired disorders of teeth and surrounding structure. (Fall)

DHYG-H 305 Radiology Clinic I: First Year (1 cr.) P: Prereq required; DHYG-H 303. Clinical application of intraoral and extraoral radiographs with advanced interpretation skills. (Spring)

DHYG-H 306 Radiology Clinic II: Second Year (1 cr.) Clinical application of intraoral and extraoral radiographs with advanced interpretation skills. (Fall)

DHYG-H 307 Radiology Clinic III: Second Year (1 cr.) Clinical application of intraoral and extraoral radiographs with advanced interpretation skills. (Spring)

DHYG-H 308 Dental Materials: First Year (2 cr.) A course designed to acquaint the student with the basic mechanical, physical, and chemical properties of dental materials and the effect of manipulation procedures on those properties. The exact role of properties in the usage and clinical behavior of materials is stressed. Certain biological considerations are also covered. A laboratory is required. (Spring)

DHYG-H 311 Dental Health Education: Second Year (2 cr.) An introduction to basic communication and motivation skills, instructional objectives, learning theory, evaluation of education materials, and special needs patients. Health program planning and evaluation methods are investigated. (Fall)

DHYG-H 320 Practice Management, Ethics, and Jurisprudence (2 cr.) Ethics, jurisprudence, and practice management concepts, including a study of state practice acts and business management procedures. (Spring)

DHYG-H 321 Periodontics II: Second Year (2 cr.) P: Prereq required; DHYG-H 204. A study of periodontal diseases, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions. (Fall)

DHYG-H 344 Senior Hygiene Seminar: Second Year (1 cr.) Review of formats and procedures involved in national, regional, and state board examinations. Participation in developing employment-seeking skills. (Spring)

DHYG-H 347 Community Dental Health: Second Year (3 cr.) P: Prereq required; DHYG-H 311. A study of aspects of dental public health, including public health professionals, epidemiology, research, and implementing community dental health programs. Major emphasis on supervised field experience in various community settings. (Spring)

DHYG-H 402 Practicum in Dental Hygiene Education (Capstone): Second Year (4 cr.) This course is designed to provide instruction in planning, implementing, and evaluating effective teaching methodologies in an educational setting (teaching methods and techniques, choices of material and equipment with emphasis on evaluation). The course also provides instruction in supervising the teaching of dental hygiene services in a clinical or public health setting. (Summer I)

DHYG-H 405 Dental Healthcare Research (3 cr.) This course is designed to provide instruction and methods in research design, and methodology to create, implement, and analyze health related research.(Summer I)

ECON-E 111 Economic History (3 cr.) P: No Prerequisite. Open to freshman. A broad introductory course to the economic and business history of the United States from the time of European and African colonization of the New World to the present. Topics include: origins and evolution of capitalism; economic growth; changing relationship between labor and capital; and globalization. (Fall, Spring)

ECON-E 201 Introduction to Microeconomics (3 cr.) Introduction to economic analysis. Resource allocation in market and nonmarket economics. Behavior of consumers, firms, and industries. Policy issues such as regulation of business, collective bargaining, and environmental protection. (Fall, Spring, Summer)

ECON-E 202 Introduction to Macroeconomics (3 cr.) Introduction to aggregate economic analysis. National income and production, unemployment and inflation, international trade, and economic growth. Use of fiscal and monetary policy to control the economy. (Fall, Spring, Summer)

ECON-E 270 Introduction to Statistical Theory for Economics and Business (3 cr.) P: CSCI-A 106, MATH-M 118 and 24 hours. Basic statistical methods. Descriptive statistics, probability estimation, hypothesis testing, and regression analysis. (Fall, Spring, Summer)

ECON-E 309 Topics in Economics (3 cr.) P: ECON-E 201 and ECON-E 202 and 56 hours. Study of a topic area in economics. Topics will vary, intended primarily for non-majors wanting exposure to economics beyond the introductory level. May be repeated with different topics for a maximum of 9 credit hours. Only 3 credit

hours may count toward the major or minor in economics. (Occasionally)

ECON-E 321 Intermediate Microeconomic Theory (3 cr.) P: ECON-E 201 and ECON-E 202 and 56 hours. Microeconomics: the theory of demand; theory of production; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory; welfare economics. (Occasionally)

ECON-E 322 Theory of Income and Employment (3 cr.) P: ECON-E 201, ECON-E 202. Macroeconomics: national income accounting; theory of income, employment, and price level. Counter-cyclical and other public policy measures. (Occasionally)

ECON-E 323 Urban Economics (3 cr.) P: ECON-E 201, ECON-E 202. Economic analysis of cities and regions. Growth and structure of cities. Location decisions by businesses. Topics such as transportation, housing, local public services, poverty, and pollution. (Occasionally)

ECON-E 330 International Finance (3 cr.) P: ECON-E 201 and ECON-E 202 and 56 hours. Theory and determination of foreign exchange rates, mechanisms of adjustment to balance of payments disturbance, fixed versus flexible exchange rates. Monetary aspects of the adjustment mechanism. International mobility of short-term capital. International reserve supply mechanism and proposals for reform of the international monetary system. (Spring)

ECON-E 340 Introduction to Labor Economics (3 cr.) P: ECON-E 201, ECON-E 202. Economic problems of the wage earner in modern society; structure, policies, and problems of labor organization; employer and governmental policies affecting labor relations. (Occasionally)

ECON-E 350 Money and Banking (3 cr.) P: E201, E202, & 56 hours. Monetary and banking system of the United States, including problems of money and prices, proper organization, functioning of commercial banking and Federal Reserve systems, monetary standards, and credit control. Recent monetary and banking trends. (Occasionally)

ECON-E 360 Public Finance: Survey (3 cr.) P: ECON-E 201, ECON-E 202. Major elements of taxation and public expenditures. (Occasionally)

ECON-E 406 Advanced Undergraduate Seminar in Economics (2-4 cr.) P: Open to juniors and seniors only by special permission; preference given to superior students. Discussion of contemporary economic problems. Tutorial sections limited to 12 students each. (Occasionally)

ECON-E 408 Undergraduate Readings in Economics (3 cr.) P: E201, E202, E270 & 56 hours. Individual readings and research. Restricted to junior and senior business majors or majors in economics. (Fall, Spring)

ECON-E 430 International Economics (3 cr.) P: BUS-G 300 or ECON-E 321 or consent of instructor; and 56 hours. Gains from trade, relation between factor rentals and goods prices, distributional effects of trade, tariff policy and quantitative interferences, trade problems of developing countries, discrimination and customs unions, balance-of-payments adjustment via prices and incomes, exchange rate policy, role of international reserves. (Occasionally)

ECON-E 445 Collective Bargaining: Practice and Problems (3 cr.) P: ECON-E 340 or consent of instructor Economic analysis of problems resulting from legislative and judicial efforts to determine rights, duties, and responsibilities of labor unions and employers. Development and current position of public policy in labor relations. (Occasionally)

ECON-E 446 Public Policy in Labor Relations (3 cr.) P: ECON-E 340 or consent of instructor Current labor relations law as contained in the Wagner, Taft-Hartley, and Landrum-Griffin Acts; National Labor Relations Board and court decisions. (Occasionally)

EDUC-A 500 School Administration (3 cr.) Organization and structure of the school system, legal basis of school administration, agencies of administration and control, and standards for administration in the various functional areas. (Summer I)

EDUC-A 510 School/Community Relations (3 cr.) For teachers and school administrators. Characteristics of the community school, including the multicultural quality of the community; adapting the education program to community needs; use of community resources in instruction; planning school-community relations programs. (Summer I)

EDUC-A 512 Curriculum for K-12 Educational Leaders (3 cr.) For future educational leaders, but appropriate for all educators; provides an overview of the K-12 curriculum; explores principles of curriculum development, design, and evaluation; and examines forces that influence curricular change. (Fall)

EDUC-A 530 Statistical Data for Educational Leaders (3 cr.) This course provides experiences in administering, analyzing, and evaluating standardized tests and their results. Emphasis will be placed on how to provide leadership in using test data to improve classroom instruction. (Spring)

EDUC-A 540 Elementary and Secondary Administration (3 cr.) The course will explore the roles and functions of K-12 building level educational leader. Major focus will be on the managerial skills required to improve school effectiveness. Through independent research, collaborative class activities and meaningful dialogue, students will exchange ideas and practical information concerning school administration. (Fall)

EDUC-A 608 Legal Perspectives on Education (3 cr.) Overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupils' rights, staff- student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation. (Summer II)

EDUC-A 670 Supervision of School Instruction (3 cr.) Modern concepts of supervision and the elevation process through which they have emerged. Supervisory work of the principal and supervisor or consultant. Study of group processes in a democratic school system. (Spring)

EDUC-A 675 Leadership in Special Education (3 cr.) The purpose of this course is to provide pre-service school

principals a general understanding of the educational entitlement and civil rights of children with disabilities, take an in-depth look at federal and state legislation, IDEA 2004 and Revised Article 7; examine specific exceptionalities and their educational implications, and examine the process of cultivating and keeping teachers of the exceptional student. Laws ensuring the provision of special education to students with disabilities are based on constitutional principles, written and enacted by legislatures and administrative agencies, and interpreted by the courts. It is through the interaction of these various components of the legal system, legislative and judicial, that the field of special education has evolved. The knowledge and skills gained in this course shape the advocacy and ethical dispositions of the building principal. (Summer)

EDUC-A 695 Practicum in School Administration (3 cr.) Provides for closely supervised field experience in various areas of school administration. (Fall, Spring)

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) P: admission to the Teacher Education Program and appropriate arts and sciences prerequisites Explores the sociological background of education and surveys subject matter, materials, and methods in the content area. (Fall, Spring)

EDUC-E 328 Science in the Elementary Schools (3 cr.) P: admission to the Teacher Education Program and appropriate arts and sciences prerequisites The focus is on developing teacher competencies in writing performance objectives, question asking, evaluation, and sequencing. Those competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children. (Fall, Spring)

EDUC-E 339 Methods of Teaching Language Arts (3 cr.) P: admission to the Teacher Education Program and appropriate arts and sciences prerequisites Describes and appraises the materials, methods, and techniques employed for schoolchildren from early childhood through early adolescence in the language arts program. (Fall, Spring)

EDUC-E 340 Methods of Teaching Reading I (3 cr.) P: admission to the Teacher Education Program and EDUC-E 339 Examines the basis of, describes, and appraises the methods and techniques employed in developmental reading programs for school children from early childhood through early adolescence. (Fall, Spring)

EDUC-E 341 Methods of Teaching Reading II (3 cr.) P: admission to the Teacher Education Program, EDUC-E 339, EDUC-E 340 Describes and appraises the methods, materials, and techniques employed in reading diagnosis and prescription for children from early childhood through early adolescence. (Fall, Spring)

EDUC-E 343 Mathematics in the Elementary School (3 cr.) P: admission to the Teacher Education Program and successful completion of MATH-T 101 and MATH-T 102, Completion of MATH-T 103 is recommended Emphasis on the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. (Fall, Spring)

EDUC-E 516 Workshop in Elementary Social Science (3 cr.) For experienced teachers. ideas on analysis of problems, curriculum trends and teaching techniques, development of new educational materials and recent resource materials.

EDUC-E 518 Workshop in General Elementary Education (3 cr.) Individual and group study of problems within the field of elementary education. One credit hour is offered for each week of full-time work. Grades S or F. (As needed)

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.) 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 Elementary Social Studies Curriculum (3 cr.) Explores the purposes, substantial issues, essential pedagogies, and content of the elementary social studies curriculum. Additionally examines innovative approaches to designing and implementing social studies curriculum for elementary classrooms.

EDUC-E 549 Advanced Study in the Teaching of Language Arts in Elementary Schools (3 cr.) Helps experienced teachers gain further insight into the development of the English Language and how best to teach language arts. This course emphasizes basic communication skills and significant trends and materials.

EDUC-F 200 Examining Self as a Teacher (3 cr.) Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Student will design a major portion of the work (Fall, Spring, Summer).

EDUC-F 401 Topical Explorations in Education (3 cr.) P: MATH-T 101 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. (Occasionally)

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 minorities and the ethnic and cultural dimensions of the educational system. (Fall, Spring, Summer)

EDUC-H 520 Education and Social Issues (3 cr.) Identification and analysis of major problems in education and the pluralistic nature of American society. (Fall, Spring, Summer)

EDUC-H 637 Topical Seminar (3 cr.) Critical examination of a problem area in history of education or comparative education that has been extensively studied by the instructor. Includes discussions of how issues of race, class, and gender affect the education of students in the past and present. Analyzes the political, economic, and social relations in the U.S. that led to changes in perceptions of race, class, and gender. Discusses multicultural and global perspectives on change that affect education. (Summer)

EDUC-H 637 Topical Seminar : Research and Future Trends in K-12 Online Learning (3 cr.) This course provides teachers with an opportunity to use educational enquiry to explore new learning opportunities in online learning environments. Teachers will review, evaluate, and critique educational research in online learning envirnoments to inform policy, theory, and prctices as well as learn how to safeguard student privacy.

EDUC-J 511 Methods of Individualizing Instruction (3 cr.) Students will critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K-12). Course project is development of classroom instructional materials, in-service program design, or proposal for research. (Spring)

EDUC-K 205 Introduction to Exceptional Children (3 cr.) An overview of the characteristics and identification of exceptional children. The course presents the issues in serving exceptional children as they participate in the educational, recreational, and social aspects of their lives. (Fall, Spring, Summer)

EDUC-K 343 Education of the Socially and Emotionally Disturbed (3 cr.) A survey of the literature related to behavioral and emotional disturbances in children, including historical information, theoretical approaches, characteristics, and issues. (Fall, Spring)

EDUC-K 344 Education of the Socially and Emotionally Disturbed II (3 cr.) P: EDUC-K 205. A survey of educational curricula, procedures, and materials for children who are socially and emotionally disturbed. Development of teaching skills is emphasized. (Fall, Spring)

EDUC-K 352 Education of Children with Learning Problems (3 cr.) P: admission to the Teacher Education Program, EDUC-K 205, EDUC-K 370 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. (Course also includes knowledge of techniques in behavioral control, how to develop and implement prescriptive programs based on diagnostic findings, awareness of referral agencies available for aid to students with learning disabilities.) (Fall, Spring)

EDUC-K 370 Introduction to Learning Disabilities (3 cr.) P: admission to the Teacher Education Program, EDUC-K 205 Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning disabled students. (Course also includes discussion of Article 7 requirements for identification of learning disability in Indiana public schools.) (Fall, Spring)

EDUC-K 480 Student Teaching Special Education (6 cr.) P: admission to the Teacher Education Program, Completion of all minor requirements Provides experience for each student in the respective area of exceptionality under the direction of a supervising teacher in an educational school setting. (Fall, Spring)

EDUC-K 495 Practicum in Special Education (3 cr.) P: Admission to Student Teaching, EDUC-K 205 and EDUC-K 370, and must be taken concurrently with EDUC-K 352 and in the TAL program concurrently with EDUC-E 328 and EDUC-E 341. Closely supervised field experience in special education. (Fall, Spring)

EDUC-K 501 Adapting Computers for the Handicapped (3 cr.) Provides background information and experiences necessary to plan for and integrate special education technology into the curriculum of special education classrooms and for individuals with handicaps in the mainstream situation: software/uses, integration/ implementation planning, IEP/ data management, adaptive devices and funding. (Summer, Fall)

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) Basic special education principles for graduate students with no previous course work in special education. (Fall, Spring, Summer I)

EDUC-K 520 Survey of Behavior Disorders (3 cr.) An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children, including historical information, theoretical approaches, characteristics, and issues. (Fall)

EDUC-K 525 Survey of Mild Handicaps (3 cr.) An advanced survey of the literature relating to mild disabilities, including historical foundations, definitions, and current issues facing workers in the field. (Fall)

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. (Fall)

EDUC-K 536 Assessment/Remediation of Mildly Handicapped II (3 cr.) Focuses on the analysis and selection of instructional materials, use of assessment information, and development and implementation of individual educational plans for mildly handicapped children. (Summer I)

EDUC-K 543 Education of the Socially and Emotionally Disturbed I (3 cr.) A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, and characteristics: diagnostic and treatment procedures from a psychoeducational point of view. (Spring)

EDUC-K 555 Variable Title: Reading Assessment and Instruction for Special Education (3 cr.) Investigates methods employed in reading diagnosis and prescription for students with special needs. (Fall)

EDUC-K 595 Practicum in Special Education (3 cr.) P: All checkpoint three criteria must be met. Closely supervised field experience in areas of Mild Interventions.

This course is intended to provide practical application of content taught throughout the mild interventions licensure program. (Fall, Spring)

EDUC-L 517 Advanced Study of Content Reading and Literacy (3 cr.) Focuses on advanced senior high/junior high/middle school curriculum, methods and materials for teaching students to read more effectively (with emphasis on appraisal and reflection of methods), and materials and techniques used in developmental reading programs. (Spring)

EDUC-M 201 Field Experience for Secondary Education Programs (1 cr.) Students observe and participate in the use of methods and materials of elementary schools and reflect on how they relate to classroom management. (Fall, Spring)

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) P: Sophomore Status. Introduces 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 301 Field Experience (3 cr.) Students observe and participate in the use of methods and materials of elementary schools and reflect on how they relate to classroom management. (Fall, Spring)

EDUC-M 304 Field Experience (3 cr.) Students observe and participate in the use of methods and materials of elementary schools and reflect on how they relate to the diversity of learners. (Fall, Spring)

EDUC-M 310 General Methods (3 cr.) P: Admission to the Teacher Education Program An introduction to instructional design, media, and methodology appropriate to all teaching levels. Provides an orientation to classroom management, legal rights and responsibilities of students and teachers, disability awareness, human relations skills, and other general methods concerns. (Fall, Spring)

EDUC-M 311 Creating Learning Environments (3 cr.) Explores elementary school learning environments in which teachers plan classroom organization and management, curriculum, and evaluation to meet the needs of individualized pupils, as well as examines the legal rights and responsbilities of teachers. (Fall, Spring)

EDUC-M 314 General Methods: Senior High / Junior High / Middle School Teachers (3 cr.) P: admission to the Teacher Education Program General methodology and organization and knowledge about the teaching process, including general methods, instructional media, measurement, curriculum development, organization of the senior high/junior high/middle school, and techniques to promote individualized and interdisciplinary learning. (Spring)

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: admission to the Teacher Education Program, Not open to music majors Fundamental procedures of teaching elementary school music, stressing music materials suitable for the first six grades. (Fall)

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: admission to the Teacher Education Program, Not open to music majors Fundamental procedures of teaching elementary school music, stressing music materials suitable for the first six grades. (Fall)

EDUC-M 330 Foundations of Art Education and Methods I (3 cr.) Learning to teach art at the middle school level. (Spring)

EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.) P: admission to the Teacher Education Program The selection, organization, and guidance and evaluation of art activities, individual and group. Laboratory experiences with materials and methods of presenting projects. (Spring)

EDUC-M 425 Student Teaching in the Elementary School (3-16 cr.) P: entrance to the Student Teaching Program Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. (Fall, Spring)

EDUC-M 430 Foundations of Art Education and Methods II (3 cr.) Learning to teach art at the high school level. (Fall)

EDUC-M 441 Methods of Teaching Senior High / Junior High / Middle School Social Studies (3 cr.) P: admission to the Teacher Education Program Develops concepts and theories from social science, humanities, and education into practice of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and repertoire of teaching strategies appropriate for learners. (Spring)

EDUC-M 446 Methods of Teaching Senior High / Junior High / Middle School Science (3 cr.) P: admission to the Teacher Education Program Designed for students who plan to teach biology, chemistry, earth / space science, general science, or physical science in the Senior High/Junior High/Middle School. (Fall)

EDUC-M 452 Methods of Teaching Senior High / Junior High / Middle School English (3 cr.) P: admission to the Teacher Education Program Methods, techniques, content, and materials applicable to the teaching of English in the Senior High/Junior High/Middle School. (Spring)

EDUC-M 457 Methods of Teaching Senior High / Junior High / Middle School Mathematics (3 cr.) P: admission to the Teacher Education Program Study of methodology, heuristics of problem solving, curriculum design, application of instructional computing, professional affiliations, and teaching of daily lessons as related to instructional units appropriate for the Senior High/Junior High/Middle School mathematics classroom. (Spring)

EDUC-M 459 Teaching Mathematics 5-12 (1-3 cr.) This course will focus on the curriculum and instruction issues that teachers face every day in the classroom. Specifically, students in the course will examine current theories and apply these theories to instructional practices. (Fall)

EDUC-M 464 Methods of Teaching Reading (3 cr.) P: admission to the Teacher Education Program Focuses on the Senior High/Junior High/Middle School curriculum, methods and materials for teaching students to read more effectively (with emphasis on description and appraisal

of methods), and materials and techniques used in developmental reading programs. (Spring)

EDUC-M 469 Content Area Literacy (1-3 cr.) Focuses on middle, junior, and senior high school. Curriculum, methods and materials for teaching students to read and learn more effectively in all content areas. (Spring)

EDUC-M 480 Student Teaching in the Secondary School (3-16 cr.) P: entrance to the Student Teaching Program Students assume, under the direction of the supervising teacher, responsibility for teaching in their own subject-matter area in a public school in the state. (Fall, Spring)

EDUC-M 483 Teaching Social Studies 5-12 (1-3 cr.) Historical and contemporary roles of social studies will be explored with an emphasis on roles played by history, the social sciences, and the humanities. Particular attention is given to development of skills essential to successful social studies instruction and a resource bank of instructional ideas. (Fall)

EDUC-M 501 Laboratory/Field Experience (3 cr.) C: EDUC-K 543 required. Field Experience: Emotional Disabilities. Supervised field experience in area of emotional disabilities. This course is intended to provide practical application of content covered in EDUC-K 543 - Education of the Socially and Emotionally Disturbed. (Spring)

EDUC-M 501 Laboratory/Field Experience (3 cr.) Field Experience: Mild Disabilities. Supervised field experience in area of mild disabilities. M501 must be taken concurrently with K535. This course is intended to provide practical application of content covered in K535 Assessment/Remediation of Mildly Handicapped I. (Fall)

EDUC-M 501 Laboratory/Field Experience (3 cr.) Field Experience in Urban Classrooms. Supervised field experience in urban education. This course is designed to acquaint students with concepts and practices that are appropriate for successful urban teaching. The course will focus on Critical pedagogy in theory and practice. The seminar will accompany the hours spent in an urban secondary school. it is the intent of this course to integrate urban strategies with content methods.

EDUC-M 550 Practicum (3 cr.) Teaching or experience in an accredited school, usually in Indiana. (S/F graded.) (Fall, Spring)

EDUC-M 550 Urban Practicum (6 cr.) Student Teaching experience in an accredited school, usually in Indiana (S/F graded) (Fall, Spring).

EDUC-P 250 Educational Psychology (3 cr.) P: ENG W131, EDUC-F200, and EDUC-W200 The study and application of psychological concepts and principles as related to the teaching-learning process. Topics covered include educational research methods, cognitive and language development; personal, social, and moral development; behavioral learning; motivation; effective teaching; and measurement and evaluation. (Fall, Spring)

EDUC-P 345 Academic/Behavioral Assessment of the Mildly Handicapped Child (3 cr.) Instruments used to assess intellectual, educational, and social competencies of exceptional children. (Fall, Spring)

EDUC-P 407 Psychological Measurement in the Schools (3 cr.) P: admission to the Teacher Education Program Application and measurement principles of classroom testing, construction, and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs. (Fall)

EDUC-P 507 Testing in the Classroom (3 cr.) Construction of classroom tests and other evaluation devices. Teacher's use of standardized tests. Designated for master's-level teacher-training students who had no undergraduate course in measurement. (Fall)

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems of the teacher's assumptions about human behavior and its development. (Occasionally)

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. (Spring)

EDUC-P 519 Psychoeducational Assessment of Exceptional Children (3 cr.) Instruments used to assess intellectual, educational, and social competencies of exceptional children. Additional credit for supervised practice in administering those tests to children with visual or acoustical handicaps, cerebral palsy, language impairment, or mental retardation. (Spring)

EDUC-P 570 Managing Classroom Behavior (3 cr.) An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupil's problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules and group processes. Designed for teachers, administrators and pupil personnel workers. (Summer II)

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.) This course provides education majors an opportunity to think and explore science through active participation. Students will plan investigations and formulate working explanations using questions, data, claims, and evidence based on their own experiences and appropriate resources. The course emphasizes developing the practice of critical thinking and argument-based science inquiry. (Fall, Spring)

EDUC-R 503 Application of Instructional Media and Technology (3 cr.) Surveys the characteristics of widely used types of audiovisual media (e.g. video, sound recordings, internet) and technologies (e.g. social networking, blogs, gaming, on-line learning). Provides guidelines for selection of media and techniques. Develops media presentation skills. (Fall)

EDUC-S 490 Research in Secondary Education (1-3 cr.) Individual research. Consent of instructor required prior to enrollment.

EDUC-S 508 Problems in Secondary Education (3 cr.) Analysis of a common problem in the field of secondary education. (Fall, Spring)

EDUC-S 510 Development of Secondary School Programming (3 cr.) This course is designed to acquaint you with appropriate methods and materials for successful teaching in secondary urban classrooms, covering grades 5-12. The course will include an overview of the latest research and practice related to urban teaching. Their implications for planning, delivering and assessing instruction will be discussed. EDUC-S 510 will acquaint the student with both the philosophies and practices associated with teaching in the urban environment. (Spring)

EDUC-S 512 Workshop in Secondary Education (1-6 cr.) Individual and group study of issues or concerns relating to the field ofsecondary education (in workshop format). Grades S or F. (Occasionally)

EDUC-S 517 (EDUC N517) Advanced Study in the Teaching of Secondary School Mathematics (3 cr.) For experienced mathematics teachers. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards and determination of essentials of content. Developing mathematics programs for specific school situations. (Occasionally)

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.) For science teachers. Improved techniques, current literature, textbooks, and free and low-cost materials. Solutions to specific practical problems confronting science teachers in the classroom and laboratory. (Occasionally)

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) For experienced teachers. Restudying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

EDUC-S 655 Supervision of Secondary School Instruction (3 cr.) The roles and functions of supervisors, the modern concept of supervision, techniques of supervision, improvement of teaching procedures, and new trends in the organization of instruction.

EDUC-T 550 Cultural/Community Forces and the Schools: (variable title) (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports. (Summer I)

EDUC-U 100 Threshold Learning Community (3 cr.) Opportunities for students to better understand their personal development, to learn and utilize human relation skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. Class emphasis will vary, depending upon student needs and specific topics to be addressed. (Fall, Spring)

EDUC-W 200 Using Computers in Education (3 cr.) Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and hands-on experience with educational software packages and commonly used microcomputer hardware. (Fall, Spring, Summer I)

EDUC-W 310 Integrating Technology K-12 (3 cr.) Students will study the methods of teaching programming, application of pedagogical and technical principles of software design, software evaluation, and staff development techniques in the area of computer-based education. (Fall, Spring)

EDUC-W 505 Professional Development Workshop (3 cr.) Master's Capstone Seminar. This seminar is designed as a capstone experience in which candidates will select artifacts and develop rationales for teaching decisions. Through the portfolio, students will demonstrate their knowledge and skills related to the Lead Teacher conceptual framework. (Fall, Spring, Summer)

EDUC-W 505 Professional Development Workshop: Capstone-Designing an Online Course (3 cr.) This course is designed to be a capstone experience that culminates with the teacher created online course (TCOC) The TCC will demonstrate and exemplify the knowledge and abilities of research-based and national standards-based online course design.

EDUC-W 531 Computers in Education (3 cr.) Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and hands-on experience with educational software packages and commonly used microcomputer hardware. (Fall, Spring)

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry. (Fall)

ENG-F 116 First-Year Seminar (3 cr.) This class is an introduction to life at Indiana University Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, there is a component where students will study a theme or topic in literature and writing as part of the coursework. (Fall or Spring)

ENG-G 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. Required of students preparing to teach English in secondary schools. Does not count toward group distribution requirements. (Occasionally)

ENG-G 207 Grammar and Usage (3 cr.) Provides students with a foundation in traditional grammar and usage. Intended primarily for students preparing to teach English in secondary schools. Does not count toward group distribution requirements. (Spring)

ENG-G 304 The Structure of English Grammar (3 cr.) Provides students with an understanding of the system of rules underlying English grammar. The course focuses on sentence patterns, sentence diagrams, and the rules and

vocabulary associated with traditional, structuralist, and transformational theories of grammar.

ENG-G 655 History of the English Language (4 cr.) Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

ENG-L 101 Ancient and Medieval World Literature (3 cr.) P: ENG-W 131 or equivalent. Literary masterpieces from Homer to the Renaissance. (Fall, Spring)

ENG-L 102 Modern World Literature (3 cr.) P: ENG-W 131 or equivalent. Literary masterpieces from the Renaissance to the present. (Fall, Spring)

ENG-L 110 Introduction to Literature (3 cr.) Close reading of a variety of literary works: the experience of literature in relation to such subjects as the idea of genres, the relationship between literature and the imagination, the function of criticism, and the connection between art and life. (Occasionally)

ENG-L 201 Special Studies in Literature (3 cr.) Reading of literary works in relation to special themes. May be repeated once for credit with a change in topic. (Fall or Spring)

ENG-L 202 Literary Interpretation (3 cr.) Development of critical skills essential to participation in the interpretation process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and / or cultural concerns. May be repeated once for credit by special arrangement with the Department of English. Note: Students planning to transfer to IU Bloomington should be aware that Advance College Project (ACP) ENG-L 202 will neither count toward the English major nor satisfy the intensive writing requirement at IU Bloomington. (Fall or Spring)

ENG-L 203 Introduction to Drama (3 cr.) Representative groups of significant plays to acquaint students with characteristics of drama as a type of literature. (Occasionally)

ENG-L 204 Introduction to Fiction (3 cr.) Representative works of fiction: stresses structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel. (Occasionally)

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods. (Fall or Spring)

ENG-L 207 Women and Literature (3 cr.) Critical issues and methods in the study of women writers and treatment of women in British and American literature. (Fall or Spring)

ENG-L 211 English Literature to 1700 (3 cr.) Representative selections with emphasis on major writers from the medieval period to 1700. (Fall or Spring)

ENG-L 212 English Literature since 1700 (3 cr.) Representative selections with emphasis on major writers from 1700 to the early twenty-first century. (Fall or Spring)

ENG-L 215 The Literature of Italy (3 cr.) An introduction to Italian literature from its beginnings to the present. Students will read work by some of Italy's greatest poets, like Dante, Leopardi, and Montale. They will also study Italian prose and drama through works like Marcovaldo and The Solitude of Prime Numbers. All the readings will be English translations. (Occasionally)

ENG-L 216 The Literature of Japan (3 cr.) An introduction to the masterpieces of Japanese literature from its beginnings to the present. We will read Japanese prose and play genres like noh, kabuki, and bunraku. We will examine Japanese poetic forms like waka, renga, haiku, and senryu and discuss Japanese films. All the readings will be English translations. (Occasionally)

ENG-L 217 The Literature of China (3 cr.) An introduction to the masterpieces of Chinese literature from its beginnings to the present. We will read work by some of China's greatest poets. We'll discuss Chinese drama and non-fiction and films. We will discuss a variety of social, religious, and culture topics. All the readings will be English translations. (Occasionally)

ENG-L 218 Introduction to U.S. Latino/a/x Literature (3 cr.) Course introduces fiction, non-fiction, poetry, and drama by Latino/a/x writers in the U.S. Content includes social, cultural, historical, political, and literary contexts, as well as terminology and methods of literary analysis and evaluation.

ENG-L 221 Health and Literature (3 cr.) In this class, we will study the intersection between literature, illness, and medicine. At first glance, these categories have little in common. Yet, literature both records and interrogates how society thinks about illness, injury, pain, medical treatment, and patient experiences. Can language capture the experience of pain or illness? How can literature help patients and practitioners understand medical problems and treatment? How is one's understanding and treatment of disease impacted by historical and cultural context? We will explore these and other questions through reading a diverse range of literature, paying particular attention to the historical, social, and cultural implications of various medical conditions and practices.

ENG-L 249 Representation of Gender and Sexuality (3 cr.) 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. (Occasionally)

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. (Fall or Spring)

ENG-L 305 Chaucer (3 cr.) Chaucer's works with special emphasis on the Canterbury Tales. (Occasionally)

ENG-L 308 Elizabethan Drama and Its Background (3 cr.) English drama from Middle Ages to 1642, including principal Elizabethan, Jacobean, and Caroline dramatists. (Occasionally)

ENG-L 311 Studies in Renaissance Literature (3 cr.) Major Renaissance writers, with special attention to the poetry. (Occasionally)

ENG-L 315 Major Plays of Shakespeare (3 cr.) A close reading of a representative selection of Shakespeare's major plays. (Fall or Spring)

ENG-L 326 Major Authors of the Eighteenth Century (3 cr.) Representative selections from the works of writers such as Dryden, Swift, Pope, and Johnson. (Occasionally)

ENG-L 332 Romantic Literature (3 cr.) Major Romantic writers, with emphasis on the following: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. (Fall or Spring)

ENG-L 335 Victorian Literature (3 cr.) Major poetry and prose, 1839-1900, studied against the social and intellectual background of the period. (Occasionally)

ENG-L 345 Twentieth-Century British Poetry (3 cr.) Modern poets, particularly Yeats, Eliot, and Auden; some later poets may be included. (Fall or Spring)

ENG-L 346 Twentieth-Century British Fiction (3 cr.) Modern fiction, its techniques and experiments, particularly Joyce, Lawrence, and Woolf; some later novelists may be included. (Fall or Spring)

ENG-L 347 British Fiction to 1800 (3 cr.) Forms, techniques, and theories of fiction as exemplified by such authors as Defoe, Richardson, Fielding, Smollett, and Sterne. (Occasionally)

ENG-L 348 Nineteenth-Century British Fiction (3 cr.) Forms, techniques, and theories of fiction as exemplified by such romantic and Victorian authors as Scott, Dickens, Eliot, and Hardy. (Occasionally)

ENG-L 351 American Literature 1800-1865 (3 cr.) American writers to 1865: Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers. (Fall or Spring)

ENG-L 352 American Literature 1865-1914 (3 cr.) American writers, 1865-1914: Mark Twain, Dickinson, James, and two or three additional major writers. (Fall or Spring)

ENG-L 354 American Literature since 1914 (3 cr.) American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers. (Fall or Spring)

ENG-L 355 American Fiction to 1900 (3 cr.) Representative nineteenth-century American novels and short fiction. (Fall or Spring)

ENG-L 357 Twentieth-Century American Poetry (3 cr.) American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell. (Fall or Spring)

ENG-L 358 Twentieth-Century American Fiction (3 cr.) American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow. (Fall or Spring)

ENG-L 365 Modern Drama: Continental (3 cr.) Special attention to such dramatists as Ibsen, Chekhov, Hauptmann, Pirandello, Brecht, and Sartre. (Occasionally)

ENG-L 366 Modern Drama: English, Irish, and American (3 cr.) Special attention to such dramatists as Shaw, Synge, O'Neill, Hellman, Williams, Miller, and Albee. (Occasionally)

ENG-L 369 Studies in British and American Authors (3 cr.) Studies in single authors (such as Wordsworth and Melville), groups of authors (such as the Pre-Raphaelites), and periods (such as American writers of the 1920s). Topics will vary from semester to semester. May be repeated once for credit. (Occasionally)

ENG-L 381 Recent Writing (3 cr.) Study of selected writers of contemporary significance. May include relevant groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctively ethnic writers); several recent novelists, poets, or critics; or any combination of groups. (Occasionally)

ENG-L 382 Fiction of the Non-Western World (3 cr.) In-depth study of selected narratives from the fiction of the non-Western world. Focus and selections vary from year to year. (Occasionally)

ENG-L 390 Children's Literature (3 cr.) Historical and modern children's books and selections from books, designed to assist future teachers, parents, librarians, or others in selecting the best of children's literature for each period of the child's life. (Fall, Spring)

ENG-L 391 Literature for Young Adults (3 cr.) Study of books suitable for junior high and high school classroom use. 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. (Occasionally)

ENG-L 440 Senior Seminar in English and American Literature (3 cr.) Thorough study of one or more major British and American writers or of a significant theme or form in English and American literature. (Fall)

ENG-L 495 Individual Reading in English (1-3 cr.) P: consent of instructor and departmental chairperson May be repeated once for credit. (Occasionally)

ENG-L 503 Teaching of Literature in College (2-4 cr.) Classroom teaching of literature in the light of current approaches.

ENG-L 553 Studies in Literature (1-3 cr.) Especially for secondary school teachers of English. Critical evaluation of poems, short stories, a major novel, and some major plays. (Fall or Spring)

ENG-L 612 Chaucer (4 cr.) Critical analysis of the Canterbury Tales, Troilus and Criseyde, and selected shorter poems. (Occasionally)

ENG-L 620 Studies in English Literature 1500-1660 (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Occasionally)

ENG-L 623 English Drama from the 1590s to 1800, Exclusive of Shakespeare (4 cr.) P: familiarity with six plays of Shakespeare. (Occasionally)

ENG-L 625 Shakespeare (4 cr.) Critical analysis of selected texts. (Occasionally)

ENG-L 631 English Literature: 1660-1790 (4 cr.) Extensive reading in poetry and nonfictional prose. (Occasionally)

ENG-L 639 English Fiction to 1800 (4 cr.) (Occasionally)

ENG-L 642 Studies in Romantic Literature (4 cr.) Study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Occasionally)

ENG-L 645 English Fiction 1800-1900 (4 cr.) (Occasionally)

ENG-L 646 Readings in Media, Literature, and Culture (4 cr.) Introductory study of issues in literary editing, textual culture, or digital humanities.

ENG-L 647 Studies in Victorian Literature (4 cr.) Study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Occasionally)

ENG-L 649 British Literature since 1900 (4 cr.) Extensive reading in all genres. (Occasionally)

ENG-L 653 American Literature, 1800-1900 (4 cr.) Intensive historical and critical study of all genres from Washington Irving through Frank Norris. (Occasionally)

ENG-L 655 American Literature since 1900 (4 cr.) Intensive historical and critical study of all genres from Theodore Dreiser to the present. (Occasionally)

ENG-L 660 Studies in British and American Literature, 1900 to the Present (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Occasionally)

ENG-L 666 Survey of Children's Literature (4 cr.) A survey of literature written for children and adolescents from the medieval period to the present. (Fall, Spring)

ENG-L 670 Continental Nineteenth Century Drama (4 cr.) Focuses on such major European dramatists of the 19th and 20th Centuries as Ibsen, Strindberg, Checkhov, Ionesco, and Beckett. (Occasionally)

ENG-W 130 Principles of Composition (3 cr.) Placement according to IU Northwest English Placement Test. For students with significant writing problems who need an intensive, two-semester freshman writing experience. Practice in writing papers for a variety of purposes and audiences. Attention to revision and to sentence and paragraph structure. (Fall, Spring)

ENG-W 131 Reading, Writing and Inquiry I (3 cr.) P: W130 or placement exam. Offers instruction and practice in the reading and writing skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources. (Fall, Spring, Summer I, Summer II)

ENG-W 132 Elementary Composition II (3 cr.) P: ENG-W 131. Continuation of ENG-W 131, with emphasis on writing from secondary sources: research, evaluating evidence, and documentation. Does not count toward group distribution requirements. (Occasionally)

ENG-W 206 Creative Writing (3 cr.) Exploratory course in the writing of poetry and or fiction.

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131 or equivalent. To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing reviews, critical bibliographies, research and technical reports, proposals, and papers. Junior or senior standing recommended. (Fall, Spring, Summer I, Summer II)

ENG-W 233 Intermediate Expository Writing (3 cr.) This course is a logical extension of the rhetorical and stylistic principles introduced in ENG-W 131. Emphasis is on the writing process, modes of discourse reflective of professional writing, and language conventions. Does not count toward group distribution requirements. (Occasionally)

ENG-W 280 Literary Editing and Publishing (3 cr.) P: Completion of the English composition requirement. Principles of editing and publishing literary writing. Kinds of journals, varieties of formats, (including print and e-zine), introduction to editing and production processes. Possible focus on genre publishing (fiction, poetry, non-fiction prose), grant writing, Web publishing, etc. May not be repeated for credit. (Occasionally)

ENG-W 301 Writing Fiction (3 cr.) May be repeated once for credit. (Fall or Spring)

ENG-W 303 Writing Poetry (3 cr.) May be repeated once for credit. (Fall or Spring)

ENG-W 311 Non-fiction Creative Wrting (3 cr.) May be repeated once for credit. (Occasionally)

ENG-W 350 Advanced Expository Writing (3 cr.) P: ENG-W 131 or equivalent. Close examination of assumptions, choices, and techniques that go into a student's own writing and the writing of others. Does not count toward group distribution requirements. (Occasionally)

ENG-W 398 Internship in Writing (1-3 cr.) P: ENG-W 131 or equivalent. Combine study of writing with practical expertise in working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor. May be repeated for a maximum of 6 credits. (Fall or Spring)

ENG-W 508 Graduate Creative Writing for Teachers (4 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggest strategies for critiquing creative work, and provide guidance in developing creative-writing curriculum. Emphasis on hands-on writing activities in three genres, adaptable for use with students at entry level.

ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.) 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 510 Computers in Composition (4 cr.) Based on current theories about the process of writing, this course surveys the use of computer programs (such as word processing) as writing tools, computer-assisted

instruction as teaching aids and computer programs as research aids to study writing.

ENG-W 513 Writing Poetry (4 cr.) Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members.

ENG-W 611 Writing Fiction I (4 cr.) (Fall or Spring)

ENG-W 613 Writing Poetry I (4 cr.) (Fall or Spring)

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. (Occasionally)

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. (Occasionally)

FINA-A 160 Introduction to East Asian Art (3 cr.) An introduction to the art of India, Southeast Asia, China, Japan, and Korea. This course covers painting, sculpture, architecture, and other arts identified with the Far East. (Fall, Spring)

FINA-A 340 Topics in Modern Art (3 cr.) P: FINA-A 102 Topics rotate covering different aspects of the history and study of modern art. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

FINA-A 341 Nineteenth-Century European Art (3 cr.) P: FINA-A 102. Survey of major artists and styles in painting and sculpture from circa 1770 to 1900, emphasizing developments in France, England, and Germany. Topics include neoclassicism, romanticism, realism, impressionism, and postimpressionism. (Occasionally)

FINA-A 342 Twentieth-Century Art (3 cr.) P: FINA-A 102. Survey of major artists, styles, and movements in painting and sculpture from 1900 to the present in Europe and the United States. Topics include expressionism, cubism, futurism, dada, surrealism, and abstraction. (Occasionally)

FINA-A 382 Art and the Culture Wars (3 cr.) This course surveys the American "Culture Wars" as played out on the intersecting fields of art, visual culture, and politics. It focuses intensively on a period encompassing the late 1980s to the early twenty-first century as a fever point in public debates over censorship, expression, and the relationship between art and public money. It also questions this periodization by analyzing the ways in which the reverberations of the events that transpired over this time impact the contemporary art landscape in America today. Through critical analysis of works of art, art historical texts, and primary sources, students will consider the ways in which broader social debates about the ideal relationship of the individual to the state manifested in the art and visual culture of this period, as well as legislative and community responses to these works. (Occasionally)

FINA-A 383 Contemporary Art (3 cr.) This course will survey art from the 1970s to the present. Classroom lectures, museum gallery visits will be a part of the course.

FINA-A 396 Foreign Study in History of Art (1-9 cr.) P: All Fine Arts majors are required to obtain prior approval from undergraduate History of Art advisor. Intended only for students participating in IU Overseas Study Program. (Occasionally during Summer)

FINA-A 435 Art Theory—Seniors (2-3 cr.) P: Two 100-level Art History courses. Open to seniors only. This course is designed to cover broad-ranging concerns vital to the art major's continuing career in graduate school and the professional art world.

FINA-A 477 History of Photography (2 -3 cr.) P: Two 100-level Art History courses. Open to seniors only. Development of photography from 1839 to the present in Europe and the United States. The photograph's impact on mass culture since its invention.

FINA-A 495 Readings and Research in Art History (1-4 cr.) P: Permission of instructor. This course is reserved for students wishing to pursue undergraduate research. Arrangements are made with faculty supervisor. Individual study. (Occasionally)

FINA-D 210 Digital Art: Survey and Practice (3 cr.) Beginning class on digital media's role in the world of art production and reception. Class emphasizes learning to use digital media to produce original, creative art work. Topics include digital imaging, communicative art and interactivity.

FINA-D 317 Video Art (3 cr.) Techniques of generating and editing digital imagery, sound and video. Students apply concepts to non-linear digital editing systems while learning a new visual vocabulary. Class also covers special effects, animation programs, and the aesthetics of time based media. (Occasionally)

FINA-F 100 Fundamental Studio—Drawing (3 cr.) Development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level in two dimensions. Includes placement, scale, volume, light, formal articulation, and investigations of color theory. (Fall, Spring)

FINA-F 101 Fundamental Studio-3D (3 cr.) Volume, space, material, and physical force studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling. (Fall)

FINA-F 102 Fundamental Studio-2D (3 cr.) Color, shape, line, and value structures are studied as the basis for exploration of two-dimensional spatial relationships; includes investigation of conventional and invented tools and media. (Spring)

FINA-F 116 First Year Seminar in Fine Arts (3 cr.) This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, this course will also cover the basic theories and principles of various fields in the visual arts (Fall, Spring).

FINA-H 101 Art Appreciation (3 cr.)

To acquaint students with outstanding works of art and to provide an approach to appreciation through knowledge of purpose, techniques, form, and content. This course will not count towards the FINA degree. (Fall, Spring, Summer)

FINA-S 200 Drawing I (3 cr.) Preliminary course for advancement in drawing, stressing visual awareness; seeing, representing, and technical command on a two-dimensional surface. Problems in handling placement, scale, space, volume, light, and formal articulation. (Fall, Spring)

FINA-S 230 Painting I (3 cr.) Preliminary course for advancement in painting; exploring technical and visual aspects of color media. Emphasis on media command and structural problems in painting. Media: oil and acrylics. (Fall, Spring)

FINA-S 240 Basic Printmaking Media (3 cr.) Introduction to printmaking. Emphasis on relief. Problems in pictorial composition and drawing stressed. (Fall, Spring)

FINA-S 250 Introduction to Design Practice (3 cr.) P: Student needs to have a basic level of proficiency in using computers. Visual communication emphasizing the perceptive use of line, interval, proportion, color, sequence, and grid systems. Basic tools and drawing disciplines of graphic design. (Occasionally)

FINA-S 260 Ceramics I (3 cr.) A limited introduction to handbuilding, throwing, glaze mixing, glaze application, including a few lectures on basic ceramic techniques. (Fall, Spring, Summer I)

FINA-S 270 Sculpture I (3 cr.) The study of the relationships of volume and space through modeling, carving, and construction. (Fall, Spring)

FINA-S 291 Fundamentals of Photography (3 cr.) Basic practice of camera operations; exposure calculation; and exposing, printing, and enlarging monochrome photographs. Guidance toward establishment of a personal photographic aesthetic. (Fall, Spring, Summer I)

FINA-S 301 Drawing II (3 cr.) P: FINA-S 200 or consent of instructor. Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of a visual awareness.Continued problems in the articulation of space, scale, volume, and linear sensitivity. (Fall, Spring)

FINA-S 331 Painting II (3 cr.) P: FINA-S 230 or consent of instructor. Intermediate course in painting from the model and other sources. Emphasis on technical command and understanding of the components of painting space, color, volume, value, and scale. Media: oil or acrylics. (Fall, Spring)

FINA-S 337 Watercolor Painting I (3 cr.) An introduction to watercolor working from still life, portrait, and figure, stressing technical competence. (Occasionally)

FINA-S 344 Printmaking II Silkscreen (3 cr.) P: FINA -S240 or consent of instructor. Advanced study with emphasis on silkscreen. Problems in pictorial composition and drawing stressed. (Fall, Spring)

FINA-S 351 Typography 1 (3 cr.) P: FINA-S 250 or consent of instructor. Further studies in visual communication concentrating on letter drawing, symbolic drawing, and typographic exploration. Production methods. (Fall)

FINA-S 352 Production for Graphic Design (3 cr.) P: FINA-S 351 or consent of instructor. Advanced studies in visual problem solving relating to the development of symbols and their integration with typographic communication, photography, and design-oriented drawing. (Fall)

FINA-S 353 Graphic Design IV (3 cr.) P: FINA-S 352 or consent of instructor. Using a variety of media to communicate messages, students apply processes from printing to multimedia as appropriate for directed projects. (Occasionally)

FINA-S 361 Ceramics II (3 cr.) P: FINA-S 260 or consent of instructor. Continued practice in forming and glazing Lectures. May be repeated once. (Fall, Spring)

FINA-S 371 Sculpture II (3 cr.) P: FINA-S 270 or consent of instructor. Continuation of basic studies, using both figurative (modeling from human figure in clay) and abstract means (constructions in metal, wood, and plaster). Concentration on manipulative and technical skills and more complex materials. (Fall, Spring)

FINA-S 392 Intermediate Photography (3 cr.) P: FINA-S 291 or consent of instructor. Practice of photography applied to student's major study or area of special interest in the humanities and social sciences. May be repeated once. (Fall, Spring)

FINA-S 400 Independent Studio Projects (1-6 cr.) P: FINA 300-level studio course. Designed for advanced studio art students who want to work independently on special studio projects under the guidance of a faculty member or committee. This course counts within the 19 credit hours studio art limit of BA students and 48 credit hours of BFA students. Students must arrange a project with a faculty member who will supervise and grade the work produced. One credit is given for each three hours of work per week for the entire semester. (Fall, Spring, Summer I, Summer II)

FINA-S 401 Drawing III (1-6 cr.) P: junior/senior standing, FINA-S 301. Advanced drawing. Continuation of FINA S301. (Fall, Spring)

FINA-S 413 Typography (2 cr.) P: FINA-S 351. Studies in graphic design concentrating on typography as it relates to other design elements in practical design application. (Occasionally)

FINA-S 414 Layout and Design (2 cr.) P: FINA-S 351. Students in graphic design concentrating on layout as it relates to other publication design. (Occasionally)

FINA-S 415 Package Design (2 cr.) P: FINA-S 351. Studies in graphic design concentrating on package design. (Occasionally)

FINA-S 420 Topics in Studio Art (3 cr.) P: Junior standing or consent of instructor. May be repeated up to a total of 20 credit hours. A multidisciplinary studio course that explores topics through the use of a variety

of artistic approaches. Students will work in the media of their choice. (Occasionally)

FINA-S 431 Painting III (1-6 cr.) P: junior standing, FINA-S 331. Advanced course in painting. Continuation of FINA S331. (Fall, Spring)

FINA-S 444 Printmaking III Silk Screen (1-6 cr.) P: FINA-S 344. Advanced work in silkscreen for qualified students.(Fall, Spring)

FINA-S 451 Graphic Design Problem Solving (3 cr.) P: FINA-S 352 and consent of instructor. Professional problem solving in graphic design. Using a variety of media to communicate messages, students apply processes from printing to multimedia as appropriate for directed projects. (Occasionally)

FINA-S 461 Ceramics III (1-6 cr.) P: junior/senior standing, FINA-S 361. Further practice in ceramic studio techniques. Body preparation. Lectures. (Fall, Spring)

FINA-S 471 Sculpture III (1-6 cr.) P: junior/senior standing, FINA S371. Concentration on construction, carving, welding, and figure modeling. Concentration will be on foundry techniques each spring semester. (Fall, Spring)

FINA-S 490 Advanced Photography I (3 cr.) P: junior/senior standing, FINA-S 392 or consent of instructor. (Fall, Spring, Summer I)

FINA-S 491 Advanced Photography II (1-6 cr.) P: junior/senior standing, FINA-S 490 or consent of instructor. (Fall, Spring, Summer I)

FINA-S 497 Independent Study in Fine Arts (1-3 cr.) P: majors only, senior standing Creative projects and senior exhibition in the student's area of practice. Course requires a section authorization form. (Spring)

FREN-F 100 Elementary French I (4 cr.) Introduction to French language and selected aspects of French civilization and culture. (Fall, Spring, Summer I)

FREN-F 150 Elementary French II (4 cr.) P: FREN F100 or equivalent Introduction to French language and selected aspects of French civilization and culture. (Fall, Spring, Summer II)

FREN-F 200 Second-Year French I: Language and Culture (3 cr.) P: FREN F150 or equivalent. Grammar, composition, conversation coordinated with the study of cultural texts. (Fall, Spring)

FREN-F 250 Second-Year French II: Language and Culture (3 cr.) P: FREN F200 or equivalent. Grammar, composition, conversation coordinated with the study of cultural texts. (Fall, Spring)

FREN-F 300 Lectures et analyses litteraires (3 cr.) P: FREN F250. Preparation for more advanced work in French or Francophone literature. Readings and discussion of one play, one novel, short stories, and poems as well as the principles of literary criticism and explication de texte. (Spring)

FREN-F 305 Theatre et essai (3 cr.) P: FREN F250 or equivalent. Drama and literature of ideas. Dramatists such as Corneille, Racine, Moliere, Beaumarchais, and Sartre; essayists and philosophers such as Descartes, Pascal, Voltaire, Diderot, and Camus. (Spring)

FREN-F 306 Roman et poesie (3 cr.) P: FREN F250 or equivalent. Novel and poetry. Novelists such as Balzac, Flaubert, and Proust; readings in anthologies stressing sixteenth-, nineteenth-, and twentieth- century poetry. (Spring)

FREN-F 310 Topics in French Literature in Translation (3 cr.) Readings in English translation of novels, plays, essays, and poetry or other works that reflect a specific topic chosen by the instructor. Taught in English. No credit for French. (Occasionally)

FREN-F 311 Contemporary French Civilization (3 cr.) Political, social, and cultural aspects of contemporary France. Taught in English. No credit in French. May be repeated twice for credit with a different topic. (Occasionally)

FREN-F 312 Readings in French Literature in Translation (3 cr.) Representative readings emphasizing a particular author, genre, or topic in French literature. Subject may vary with each listing and is identified in the Schedule of Classes. Taught in English. No credit in French. May be repeated up to 6 cr. hrs. (Occasionally)

FREN-F 328 Advanced French Grammar and Composition (3 cr.) P: FREN F250 or equivalent. Study and practice of French thinking and writing patterns. (Fall)

FREN-F 341 Topics in Francophone Culture (3 cr.) Topics in Francophone culture will be explored from a variety of perspectives. Taught in English. No credit in French. (Occasionally)

FREN-F 375 Themes et perspectives litteraires et culturels (3 cr.) P: Consent of Department. Study of a subject or topic in French (cultural or literary). All work in French. (Occasionally)

FREN-F 380 French Conversation (3 cr.) P: FREN F250 or equivalent. For nonnative speakers of French. Designed to develop conversational skills through reports, debates, and group discussions with an emphasis on vocabulary building, mastery of syntax, and general oral expression. Both FREN F380 and FREN F480 may be taken for credit. (Fall)

FREN-F 391 Studies in the French Film (3 cr.) P: Consent of Department. Analysis of major French art form, introduction to modern French culture seen through the medium of film art, and the study of relationship to cinema and literature in France and the Francophone world. Films shown in French with English subtitles. Class taught in French.

FREN-F 415 A Culture Francophone (3 cr.) musicalFrancophone cultures outside of Europe will be the focus of this course. A comparative approach will serve to underline similarities and differences among different francophone communities and also to compare them with Franco-European cultures. A variety of resources, from cultural and literary readings to /film selections will be explored.

FREN-F 424 Comedie classique (3 cr.) P: 6 credit hours at 300 level. Moliere, Marivaux, Beaumarchais, and others. (Occasionally)

FREN-F 441 Literature and Culture of the Francophone World (3 cr.) P: Consent of Department. This course investigates the cultures of French-speaking Africa, the Caribbean, and Asia. Literary, cultural, and visual works will be explored. Subjects covered include the search for identity; the challenges of colonialism and acculturation; writing for social change; class, gender and social status; local traditions versus global modernity. Taught in French.

FREN-F 443 Nineteenth-Century Novel I (3 cr.) P: 6 credit hours at 300 level, including FREN F305 or FREN F306. Introduction to French language and selected aspects of French civilization and culture. (Fall, Spring, Summer I)

FREN-F 450 Colloquium in French Studies (2-3 cr.) P: 6 credits at 300 level. Emphasis on one topic, author, or genre. (Occasionally)

FREN-F 452 Civilisation et litterature quebecoises (3 cr.) P: 6 credits at 300-level. The objective of this course is to acquaint students with Quebec literature and civilization from its origins to the present. Emphasis on the events leading to the "Quiet Revolution" and on contemporary poetry, fiction, drama, and film. (Occasionally)

FREN-F 453 Literature contemporaine I (3 cr.) P: 6 credit hours at 300 level. Twentieth-century French literature until 1940. (Occasionally)

FREN-F 463 Civilization francaise I (3 cr.) P: 6 credit hours in French at the 300 level or departmental permission. French civilization from the medieval period through the seventeenth century. Readings in French. Eligible for graduate credit. (Occasionally)

FREN-F 464 Civilization francaise II (3 cr.) P: 6 credit hours in French at the 300 level or departmental permission. French civilization from the eighteenth century to the contemporary period. Readings in French. Eligible for graduate credit. (Occasionally)

FREN-F 480 French Conversation (3 cr.) P: FREN F380 or consent of department for nonnative speakers of French. Class designed to develop conversational skills. Includes reviews, presentations, and discussion. Places responsibility on the student for contributing to the animation and interest of the class. Essentially a performing class. Supplemental work is required beyond FREN F380. (Occasionally)

FREN-F 495 Individual Readings in French Literature (1-3 cr.) P: Consent of department. May be repeated up to 3 credit hours with different topics. (Fall, Spring)

FREN-F 651 Studies in French Cinema (3 cr.) P: Consent of department. Case studies in French and/or Francophone film, organized according to theme, genre, style, chronological period, or director. May be taken twice for credit with a different topic.

FREN-F 667 Studies in Francophone Literature (3 cr.) P: Consent of department. Intensive study of one writer, work, genre, or them in French language literature produced outside of France or by immigrant writers in France. Examples of topics are Aimé Césaire, Senegalese film, post-colonical theory, créolité. May be repeated twice for credit with different topics.

GEOG-G 110 Introduction to Human Geography (3 cr.) An introduction to geographic perspectives and principles through a consideration of six themes: environmental perception, diffusion, regionalization, spatial distribution, spatial interaction of populations, and location theory. Themes are illustrated using examples such as pollution, population problems, and urbanization. (Fall, Spring, Summer)

GEOG-G 120 World Regional Geography—Topic: Geography of the Middle East (3 cr.) Analysis of population, culture, environment, and economics of major world regions. Examination of issues of global importance, including development, demographic change, urbanization and migration, and international conflict.

GEOG-G 213 Introduction to Economic Geography (3 cr.) P: ECON E103 or GEOG G110. Principles of economic geography including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of interregional trade. (Occasionally)

GEOG-G 304 Meteorology and Physical Climatology (3 cr.) Fundamental atmospheric properties and interrelationships. Radiation theory, components of energy and moisture balance, atmospheric circulation, upper air-surface relationships, and global weather systems. (Occasionally)

GEOG-G 314 Urban Geography (3 cr.) R: 3 credit hours of geography or special permission. Principles of location and distribution of urban centers, urban land use, geographical aspects of city planning. (Occasionally)

GEOG-G 315 Environmental Conservation (3 cr.) R: junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment emphasizing an ecological approach. Current problems relating to environmental quality. (Spring)

GEOG-G 327 Geography of Indiana (3 cr.) P: GEOG G110 or consent of the instructor. A geographical analysis of the state of Indiana. Emphasis placed on the interrelationship of the state's physical and human geography. (Occasionally)

GEOG-G 338 Geographic Information Science (3 cr.) Introduction to the principles and applications of computer-based geographic information systems (GIS). (Fall)

GEOG-G 425 Africa: Contemporary Geographical Problems (3 cr.) This course examines contemporary geographic problems confronting the countris of sub-Saharan Africa. Primarily focus on urbanization, rural-urban migration, unemployment, agriculture, and health care. Also analysis of terrain, resource base, and other aspects of the natural environment. (Occasionally)

GEOL-F 116 First Year Seminar-Hoosiers Rock! (3-4 cr.) This class is an introduction to life at Indiana University Northwest, the value of a college degree, and succeeding as a college student. In this class, students engage in discussions with the instructor, fellow students, and visitors from key campus support offices/support structures. Students develop academic skills, and a sense of purpose, belonging, and growth. Students conduct research, present their findings, and communicate findings through writing. They spend time reflecting on what they

have learned and how they can apply it to their career at IU Northwest. THe special topic of this First-Year Seminar is "Hoosiers Rock!" In this class, students learn about local geology, the geology of Indiana, and how geology has shaped life in our region and on our campus. Students learn through short lectures, collaborative work, field trips, and project-based assignments. Variable credit (3-4 cr.)/ Students who complete STEM-based Summer-Bridge may enroll for 4-credits, applying it towards 1 course-credit. (Fall)

GEOL-G 110 How the Earth Works (3 cr.) Introduction to processes within and at the surface of the earth. Description, classification, and origin of minerals and rocks. The rock cycle. Internal processes: volcanism, earthquakes, crystal formation, mountain building, plate tectonics. External processes: weathering, mass wasting, streams, glaciers, ground water, deserts, coasts. With laboratory GEOL-G120 (Occasionally. See schedule of classes for offerings)

GEOL-G 114 Dinosaurs and their relatives (3 cr.) Origin and evolution of vertebrates including dinosaurs and their distant relatives, such as fish, amphibians, birds and mammals. Course will focus on dinosaur evolution, paleobiology, paleoecology, and extinction. The scientific method, and quantitative and qualitative methodologies will be presented. Two lectures and one demonstration each week. (Occasionally)

GEOL-G 120 How the Earth Works Laboratory (1 cr.) P: or C: GEOL-G110. Laboratory study of minerals and rocks, landscapes, and earth structures. To accompany GEOL-G 110. (Occasionally. See schedule of classes for offerings)

GEOL-G 101 Introduction to Earth Science: Lecture (3 cr.) Origin and classification of minerals and rocks. Gradation processes and landform evolution. Atmosphere and weather. Geologic time and earth history. Earth resources. Two lectures each week. Credit is given for only one of the following: GEOL101, GEOL107. (Fall, Spring, Summer)

GEOL-G 102 Introduction to Earth Science Laboratory (1 cr.) P: GEOL-G101. C: GEOL-G101. This is the laboratory for GEOL-G101 and is designed to be taken concurrently. Classification and identification of minerals, rocks, and fossils. Weather and climates. Map projections, maps, and local topography. One laboratory each week. (Fall, Spring, Occasionally Summer)

GEOL-G 108 Selected Earth Science Topics (1-3 cr.) Selected topics of general interest in earth science offered as individual units. Consult Schedule of Classes for current offerings. (Occasionally)

GEOL-G 185 Global Environmental Change (3 cr.) The scientific basis behind natural and human-based global environmental changes. Geological perspective of the formation of the earth. Human activities influencing the natural system, including population, deforestation, water usage, acid rain, ozone depletion, smog and global warming. Subsequent human reactions. (Fall, Summer).

GEOL-G 209 History of Earth (4 cr.) P: Any GEOL 100-level lecture-based course and GEOL-G 102. Earth history emphasizing physical and biological evolution. Geologic time, stratigraphic correlation, plate tectonics, paleodepositional environments, paleography, and evolution of life. Laboratory, field trip required. (Spring)

GEOL-G 210 Oceanography (3 cr.) Introduction to the study of the oceans and marine processes. Emphasis on morphology of the ocean floor, life in the ocean, oceanic circulation, and submarine geology. Three lectures or two lectures with occasional laboratory per week. (Occasionally)

GEOL-G 220 Regional Geology Field Trip (3 cr.) Field investigation of selected regions of North America. Six to 15 days in the field. Students may receive credit only once each for GEOL-G220 and GEOL-G420. (Spring or Summer alternate years). Please see schedule of classes to confirm class course offerings.

GEOL-G 221 Introductory Mineralogy (4 cr.) P: any 100-level lecture-based geology course with a laboratory. Crystallography: morphology, classes, twinning habit. Physical and chemical mineralogy. Description, identification, association, occurrence, and use of common and important minerals. Two lectures and one laboratory each week. Required field trip. (Three semester rotation: Spring 2025, Fall 2026, Spring 2028). Please see schedule of classes to confirm course offerings.

GEOL-G 222 Introduction to Petrology (4 cr.) P: GEOL-G 221, class in collegre algebra or consent of the instructor. Dynamic processes that form igneous, sedimentary, and metamorphic rocks: Focus on composition, field occurrence, characteristics, classification, origin, laboratory description, and identification. Two lectures and one laboratory each week. Required field trip. This class meets the intensive writing requirement for the IU Northwest campus. (Three semester rotation: Spring 2024, Fall 2025, Spring 2027, Fall 2028). Please see schedule of classes to confirm class course offerings.

GEOL-G 308 Paleontology and Geology of Indiana (3 cr.) This course focuses on the geological and evolutionary processes that have shaped our planet and life on it over Phanerozoic (the last 550 million years of Earth's history). Students will learn paleontology and geology of Indiana by studying the sedimentary record, changing paleo-environments, and fossils preserved in rocks. We will study karst landscapes shaped by dissolution of limestone and landforms shaped by Pleistocene glaciers. Indiana's industries related to natural resources of coal and building stone will also be studies in this course. This class does not count toward the Geology or Environmental Science major. (Summer)

GEOL-G 317 Field and Laboratory Techniques (3-5 cr.) P: 100-level geology course with a lab. Field trips mandatory. A field and laboratory-based course. Content includes map construction, reading, and interpretation, surveying, computer graphics, aerial photography interpretation, lithostratigraphic logging of sediment and bedrock, stream gauging, statistical analysis of geological data, grain size analysis, and an instruction to GIS and remote sensing. (Fall odd years)

GEOL-G 323 Structural Geology (4 cr.) P: One introductory level geology course with a lab, and a college-level algebra course, or consent of the instructor. Nature and origin of structural features of the earth's crust, with emphasis on mechanics of deformation. Two lectures and

one laboratory each week. Required field trip. (Normally a three semester rotation. Fall 2024, Spring 2026, Fall 2027, Spring 2029). Please see schedule of classes to confirm class course offerings.

GEOL-G 334 Principles of Sedimentology and Stratigraphy (4 cr.) P: Introductory level geology course with lab or consent of instructor. Interrelationship of sedimentation and stratigraphy; process and factors influencing genesis of sedimentary strata; provenance, depositional environment, sedimentary facies, paleoecology; analytical techniques; application of principles to interpretation of stratigraphic record. Required field trip. Two lectures and one laboratory each week. This class satisfies the intensive writing requirement for the IU Northwest campus. (Fall; even years)

GEOL-G 406 Introduction to Geochemistry (3 cr.) P: CHEM C106, MATH M127, or equivalent, or consent of instructor. Application of chemical principles in study of the earth from primarily dynamic approach. Two lectures each week. (Occasionally)

GEOL-G 407 Senior Geosciences Projects I (4 cr.) P: Senior standing in geosciences. Field and/or laboratory research project in geosciences, under faculty or faculty committee supervision. A preliminary report must be submitted at the end of the first semester, and a final report at the end of the second. Each must be written in proper scientific form. (Fall, Spring, Summer I, Summer II)

GEOL-G 408 Senior Geosciences Projects II (4 cr.) P: Senior standing in geosciences. Field and/or laboratory research project in geosciences, under faculty or faculty committee supervision. A preliminary report must be submitted at the end of the first semester, and a final report at the end of the second. Each must be written in proper scientific form. (Fall, Spring, Summer I, Summer II)

GEOL-G 410 Undergraduate Research in Geology (1-4 cr.) P: Junior standing or consent of instructor. Field and laboratory research in selected problems in geology. Total of 6 credit hours may be counted toward the degree in geology. (Fall, Spring, Summer I, Summer II)

GEOL-G 413 Introduction to Earth Physics (3 cr.) P: PHYS P201 or 221. P or C: MATH M216 or consent of instructor. Physics in the study of the earth: its origin, history, internal constitution, structure, and mineral resources. (Occasionally)

GEOL-G 415 Geomorphology (4 cr.) P: Introductory level geology course with a lab or consent of instructor. Geomorphic processes, evolution and classification of landforms. Laboratory: topographic, geologic, and soil maps; aerial photographs. Required field trip. Two lectures and one laboratory each week. This class satisfies the intensive writing requirement for the IU Northwest campus. (Fall odd years)

GEOL-G 420 Regional Geology Field Trip (1-3 cr.) P: 10 credit hours of geology and consent of instructor. Field investigations of selected regions of North America for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphic, or other geological relationships. Six to 15 days in the field. May be repeated. Usually follows spring semester. Students may receive credit only once each for GEOL-G220 and GEOL-G420. (Spring or Summer, Occasionally)

GEOL-G 435 Glacial and Quaternary Geology (3-4 cr.) Topics include glacier processes, glacial sediments, glacial landforms, glacial history, and interpretations of climate change from the glacial record. The focus is on glaciation during the Quaternary Period with specific emphasis on glacial history and landforms of Northwest Indiana. Two lectures and one laboratory are required each week. (Occasionally)

GEOL-G 451 Principles of Hydrogeology (4 cr.) P: GEOL G334 or consent of instructor. Water resources: occurrence, regulation, and management of water; hydrologic cycle, water movement, well hydraulics; water quality and pollution; surface and subsurface investigations; basin-wide development of water resources; legal aspects; relationship of hydrogeology to engineering geology. Two lectures and one laboratory are required each week. This class satisfies the intensive writing requirement for the IU Northwest campus. (Spring odd years)

GEOL-G 460 Internship in Geology (3 cr.) P: Geology major with senior standing and approval from the chair. Industrial or similar experiences in geologically oriented employment. Projects jointly arranged, coordinated, and evaluated by faculty and industrial/ governmental supervisors. (Fall, Spring, Summer)

GEOL-G 476 Climate Change Science (3 cr.) Evidence for and theories of climate change over a range of time scales. Sources of natural climate forcing are presented, historical evolution of climate change is quantified, and model tools and climate projections are presented along with analyses of climate change impacts. (Summer)

GEOL-G 490 Undergraduate Seminar (1-2 cr.) P: Consent of the instructor. Open to junior and senior majors by special permission. Readings and discussion of selected topics. May be repeated for a maximum of 4 credit hours. (Occasionally). See schedule of classes for offerings.

GER-G 100 Beginning German I (4 cr.) Introduction to present-day German and to selected aspects of German culture. Survey of the language: structure and meaning. Introduction to German grammatical forms and their function. Development of listening comprehension, simple speaking proficiency, controlled reading and writing skills. (Fall)

GER-G 150 Beginning German II (4 cr.) P: GER-G 100 or equivalent. Introduction to present-day German and to selected aspects of German culture. Survey of the language: structure and meaning. Introduction to German grammatical forms and their function. Development of listening comprehension, simple speaking proficiency, controlled reading and writing skills. (Spring)

GER-G 200 Oral Practice, Writing, and Reading I (3 cr.) P: GER-G 150 or equivalent. Further development of oral and written command of language structures. Reading of literary and nonliterary texts. (Fall)

GER-G 250 Oral Practice, Writing, and Reading II (3 cr.) P: GER-G 200 or equivalent. Review of selected grammatical items. Reading of modern German prose and plays with stress on discussion in German. Writing

of descriptive and expository prose based on the reading material. (Spring)

GNST-G 400 General Studies Capstone (1-3 cr.) P: Senior Standing or approval of instructor. Students prepare a portfolio combining an assessment center experience with academic accomplishments. The portfolio will be based on IU Northwest Principles of Undergraduate Learning. Students will document mastery of: Core Communication/Quantitative Skills, Critical Thinking, Integration/Application of Knowledge, Intellectual Depth, Breadth/Adaptability, Understanding Society, Culture, Values, and Ethics.

HIM-M 100 Introduction to Health Care Delivery and Health Information Management (3 cr.) Overview of the health care industry and the health information management profession. Includes overview of health care reimbursement, organizations, services, and personnel across the healthcare delivery system, and analysis of information needs across the continuum of healthcare. (Fall)

HIM-M 101 Introduction to Health Records (3 cr.) P: HIM M195, HIM M100. Study of health record documentation, organizational principles, and Information Governance initiatives. Development of systems and processes for collection, maintenance, and dissemination of health-related information. (Spring)

HIM-M 107 Computer Applications in Health Information Technology (3 cr.) P: HIM M195, HIM M100. The study of information technologies, electronic health record systems and health information specialty systems commonly used in health care and Health Information Management departments. Application of policies and procedures to ensure accuracy and integrity of patient data. (Spring)

HIM-M 193 CPT Coding (2 cr.) P: HIM M195. The study of CPT (Current Procedural Terminology) coding and classification principles. (Summer)

HIM-M 195 Medical Terminology (3 cr.) The study of the language of medicine, including word construction, definitions, spelling, and abbreviations; emphasis on speaking, reading, and writing skills. (Fall, Spring, Summer)

HIM-M 200 Supervision in Health Information Services (2 cr.) P: HIM M195, HIM M101, HIM M107. Study of supervisory principles and practices, with application to health information services. Introduction to effective leadership and planning within the healthcare system. Creating programs and policies that support a culture of diversity. (Spring)

HIM-M 201 Coding and Classification Systems (2 cr.) P: HIM M195, HIM M101, HIM M107, HIM M193, PHSL P261, PHSL P262 The study of classifications, and nomenclatures, and reimbursement systems. (Fall)

HIM-M 202 Clinical Experience in Coding and Classification Systems (3 cr.) P: HIM M195, HIM M101, HIM M197, HIM M193, PHSL P261, PHSL P262. Clinical instruction includes the revenue cycle, health record coding and application of prospective payment systems. (Fall)

HIM-M 203 Health Care Delivery and Quality Assessment (3 cr.) P: HIM M195, HIM M101, HIM M107, HIM M193, HIM M201, HIM M202, HIM M208. The study of healthcare statistics, analytics and decision support. Application of clinical quality management and performance improvement initiatives. (Spring)

HIM-M 204 Clinical Experience in Health Care Delivery and Quality Management (2 cr.) P: HIM M195, HIM M101, HIM M107, HIM M193, HIM M201, HIM M202, HIM M208. Evaluation of the accuracy of diagnostic and procedural coding, collection and analysis of healthcare data, utilization of health information management software products, and application of quality improvement and performance initiatives. (Spring)

HIM-M 205 Pathology (3 cr.) P: PHSL P261, PHSL P262. A survey of 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. (Fall)

HIM-M 206 Reimbursement Principles in Health Care (3 cr.) P: HIM M195, HIM M101, HIM M107, HIM M193, HIM M201, HIM M202, HIM M208. The study of the revenue cycle, U.S. health care payment systems; overview of the complex interrelationships between reimbursement, coded data, and compliance. (Spring)

HIM-M 208 Coding Lab (1 cr.) P: HIM M195, HIM M101, HIM M107, HIM M193, PHSL P261, PHSL P262. The application of ICD and CPT coding and classification principles. (Fall)

HIM-M 245 Health Record Law (3 cr.) P: HIM M100, HIM M101, HIM M107. Study of concepts and principles of law and their application to the health care field, specifically to health information services. Application of confidentiality and release of information, liability of health care providers, privacy, and security. Discussion of the judicial process. (Fall)

HIM-M 301 Healthcare Quality and Information Management (3 cr.) P: HIM M101, HIM M107. The study and application of regulatory and accrediting body requirements for quality and performance improvement, utilization management, risk management, and medical staff organization. Application of the collection, analysis, and interpretation of healthcare data. (Spring)

HIM-M 302 Health Record Law II and Ethics (3 cr.) P: HIM M245. Detailed study of legal issues in health informatics and information management. HIPAA and other statutory and regulatory requirements are studied. Study and application of ethics within health informatics and HIM. (Fall)

HIM-M 401 Healthcare Data Management in HIM (3 cr.) P: School Authorization CHHS Ugrd. Management of the coding function and revenue cycle processes in all healthcare settings. Planning and implementation of clinical documentation improvement and compliance programs related to HIM. (Fall)

HIM-M 402 Health Finance and Budgeting for HIM (3 cr.) P: School Authorization CHHS Ugrd. The study of the financial management of healthcare facilities based on generally accepted business principles. Accounting principles, financial statements, revenue and expenses management, and capital expenses in healthcare

environments, and specifically HIM departments will be studied. The preparation and management of a health information management department budget will be studied at length in this course. (Spring)

HIM-M 403 Organization and Management of HIM (3 cr.) P: School Authorization CHHS Ugrd. A study of and application of human resources management functions in a Health Information Department to include recruitment, selection, retention, and performance management. Leadership theories, change management, training and development, and legal aspects of healthcare human resources management are studied. Strategic planning will also be explored. (Fall)

HIM-M 404 Research Principles for HIM (3 cr.) P: School Authorization CHHS Ugrd. Applied research methodologies in healthcare services, health informatics, and health information management. This course will cover research design principles, inclusion of vital statistics, national research policy making, biomedical and health research investigation, and research protocol data management. (Spring)

HIM-M 410 Computer systems in Healthcare (3 cr.) P: HIM M101, HIM M107. 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. (Fall)

HIM-M 415 Capstone (3 cr.) P: HIM M301, HIM M401, HIM M402, HIM M410. Review and study of all health information management program competencies in preparation for the registered health information administrator examination. (Spring)

HIM-M 459 Professional Practicum (4 cr.) P: HIM M301, HIM M401, HIM M402, HIM M410, HIM M302, HIM M403, HIM M404, HIM M415. Professional internship in an approved clinical site. The student will participate in and complete an applied project related to health information management upon approval from the course instructor and site's management team. (Summer)

HIST-A 301 Colonial and Revolutionary America I (3 cr.) Possible themes for this course include the development of British North America, the colonial origins of the revolutionary struggle in America, and an exploration of the American Revolutionary era, 1765 to 1789. (Occasionally)

HIST-A 303 The United States, 1789-1865 (3 cr.) This course will examine the early American republic, beginning with the Constitutional Convention and ending with the conclusion of the Mexican-American War. Topics that will be explored include the early development of the American government, the rise of partisanship and democracy, social and economic developments, slavery, and westward expansion. (Occasionally)

HIST-A 313 Origins of Modern America, 1865-1917 (3 cr.) Social, economic, cultural, and political ways in which Americans accommodated and resisted changes introduced by large-scale industrialization. Populism and progressivism receive special attention. (Occasionally)

HIST-A 314 United States, 1917-1945 (3 cr.) Political, demographic, economic, and intellectual transformation during World War I, the twentieis, the Great Depression, and World War II. (Occasionally)

HIST-A 315 The U.S. since the Great Depression (3 cr.) Political, demographic, economic, and intellectual transformation after World War II, with special emphasis on the 1950s. (Occasionally)

HIST-A 346 American Diplomatic History (3 cr.) Foundations and evolution of American foreign policy with particular emphasis on the role of the United States as a world power in the twentieth centure. (Occasionally)

HIST-A 348 Civil War and Reconstruction (3 cr.) Crisis of the Union; social, political, economic, and cultural factors leading to war and their influence in the war. Reconstruction and its consequences in the South and in the nation. (Occasionally)

HIST-A 352 History of Latinos in the United States (3 cr.) Latino experience in the United States; economic and social factors of the Latino role in a non-Latino nation. (May be cross-listed with CHRI-C 352) (Fall)

HIST-A 355 Afro-American History I (3 cr.) History of blacks in the United States. Slavery, abolitionism. Reconstruction, post-Reconstruction to 1900. (Occasionally)

HIST-A 356 Afro-American History II (3 cr.) History of blacks in the United States from 1900 to present. Migration north, NAACP, Harlem Renaissance, postwar freedom movement.(Occasionally)

HIST-A 363 Survey of Indiana History (3 cr.) A survey of Indiana history and culture from the original inhabitants to recent times, with emphasis on the growth of a distinctive Hoosier culture. (Occasionally)

HIST-A 369 Issues in Early United States History (3 cr.) Study and analysis of selected historical issues and problems in United States history to 1870. Topics will vary. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

HIST-A 382 The Sixties (3 cr.) An intensive examination of the decade that tore apart post-World War II American society, beginning with the confident liberalism that believed the nation could "pay any price" and "bear any burden" in order to stop communism abroad and to promote reform at home, focusing on the internal contradictions and external challenges that destroyed this liberal agenda (civil rights and black power, the New Left, the counterculture, second-wave feminism, the sexual revolution, the Vietnam War, and the globalization of the economy), and finishing with the more conservative order that emerged in the early 1970s to deal with the conflicting realities of limited national power and wealth on the one hand, and rising demands for rights and opportunities on the other. (Occasionally)

HIST-A 391 History of Chicanos and Puerto Ricans in the U.S. I (3 cr.) Analysis of the historical experiences of Chicanos and Puerto Ricans in American society from colonial times to 1900. Focuses on original Spanish settlements; colonial and Mexican societies; Mexican-American War; processes of subordination and proletarianization; development of Mexican culture in the

United States; and the Spanish-American War. (May be cross-listed with CHRI-C 391) (Occasionally)

HIST-A 392 History of Chicanos and Puerto Ricans in the U.S. II (3 cr.) Analysis of the historical experiences of Chicanos and Puerto Ricans in American society from 1900 to present. Focuses on issues of immigration and migration; continued subordination; social and cultural adaptation; and political protest and organization. (May be cross-listed with CHRI-C 392) (Occasionally)

HIST-A 446 Mexican and Puerto Rican Immigration and Migration (3 cr.) Study of the migration of Mexicans and Puerto Ricans to the United States. Emphasis will be on push-pull factors of migration, the incorporation of both groups into the American socioeconomic structure, the role of federal legislation in patterns of migration, and the special plight of undocumented workers. (May be cross-listed with CHRI-C 446) (Occasionally)

HIST-B 200 Issues in Western European History (3 cr.) Study and analysis of selected historical issues and problems across more than one period of Western European history. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

HIST-B 300 Issues in Western European History (3 cr.) Study and analysis of selected historical issues and problems across more than one period of Western European history. Topics vary, but usually cut across fields, regions, and period. (Occasionally)

HIST-B 304 Postwar European Youth (3 cr.) In the period following the Second World War European society was rapidly remade, granting greater social, cultural, and economic autonomy to young people. Young people in Britain, France, the Germanys, and the Soviet Union created new identities for themselves that illustrated the convergence of culture and politics. This course explores the experiences of young people in the postwar era to gauge the broader transformations in contemporary European life. (Occasionally)

HIST-B 305 History of the Sexual Revolution (3 cr.) This course surveys the history of sexuality from the French Revolution to the Internet age, focusing on Europe and the United States. Investigating the impact of imperialism, technology, medicine, psychology, and literature, this course will chart the changing meanings of sexuality and sexual norms and the social responses those transformations elicited. Through an investigation of primary and secondary material dealing with sexuality and the shifting framework surrounding it, students will explore how the definitions of sexual behaviors shaped public and private expressions of desire and identity. (Occasionally)

HIST-B 346 The Crusades (3 cr.) Christian military expeditions authorized by the popes between 1095 and 1500. An exploration of the concept of holy war, the military campaigns, the crusades ideal, the crusaders motivations, women's involvement, life in the crusader states, cultural exchanges between Muslims, Christians, and Jews, and the modern legacy of the crusades. (Occasionally)

HIST-B 351 Western Europe in the Early Middle Ages (3 cr.) Evolution of European civilization from the fall of Rome, development of Christianity, and the Germanic invasions through Charlemagne's Empire and the subsequent development of feudalism, manorialism, papacy, and Romanesque architecture. (Occasionally)

HIST-B 356 French Revolution and Napoleon (3 cr.) Crisis of the Old Regime; middle class and popular revolt; constitutional monarchy to Jacobin commonwealth; the Terror and revolutionary government; expansion of Revolution in Europe; rise and fall of the Napoleonic Empire. (Occasionally)

HIST-B 357 Modern France (3 cr.) A social, political, and cultural survey of France in the nineteenth and twentieth centuries. (Occasionally)

HIST-B 359 Europe from Napoleon to the First World War (3 cr.) Vienna settlement and period of reaction in Europe; liberalism and nationalism; revolutions; industrial revolution; capitalism; socialist movements; unification of Italy and Germany; clericalism and anticlericalism; struggles for political democracy; social legislation; imperialism, nationalist rivalries, and background of World War I. (Occasionally)

HIST-B 361 Europe in the Twentieth Century I (3 cr.) Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to present; changing relationships between Europe and other parts of the world. (Occasionally)

HIST-B 391 Themes in World History (3 cr.) Contemporary bibliography and interpretations of major problems in world history. (Fall)

HIST-C 300 Issues in Classical and Byzantine History (3 cr.) Study and analysis of the history of Greece or Rome, the history of Late Antiquity in the Greco-Roman world, or of the Byzantine Empire. Topics will vary in focus, region, and period. (Occasionally)

HIST-C 386 Greek History (3 cr.) Political, social, and economic developments in Greek world from age of Mycenae and Troy until Roman conquest (167 B.C.). Greek colonial world, Athens, and Sparta, career and legend of Alexander the Great, the Hellenistic Age. Archaeology as a source for political and social history. (Occasionally)

HIST-C 388 Roman History (3 cr.) History of Roman people, from legendary origins to death of Justinian (A.D. 565), illustrating development from city-state to world empire. Evolutionary stages exemplify transition from early kingship to republican forums, finally replaced by monarchy of distinctively Roman type. (Occasionally)

HIST-D 310 Russian Revolutions and the Soviet Regime (3 cr.) Russia on the eve of World War I; revolutions that have swept Russia; principal developments in government, economy, cultural and social life, and international policy under the Communist regime; expansion of Russian and Communist power, particularly since 1945. (Occasionally)

HIST-F 116 First Year Seminar (3 cr.) This class is an introduction to life at Indiana University Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your

class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, there is a component where students will study a theme or topic in history as part of the coursework. (Fall, Spring)

HIST-F 301 History of Puerto Rico (3 cr.) Colonization by Spain; international development; Spanish-American War; occupation by United States; economic, social, and political development; migration to the mainland; debate on independence, autonomy, and statehood. (May be cross-listed with CHRI-C 301) (Occasionally)

HIST-F 444 History of Mexico (3 cr.) Brief survey of the colonial period and independence movement. Ideological conflicts within the republic. Revolution of 1910. Relation with United States from Mexican viewpoint. (May be cross-listed with CHRI-C 444) (Occasionally)

HIST-G 200 Issues in Asian History (3 cr.) Study and analysis of selected historical issues and problems of general import. Topics vary from semester to semester but usually are broad subjects that cut across fields, regions, and periods. (Spring)

HIST-G 315 History and Memory of Modern China and Japan (3 cr.) This class surveys the history and memory revolving around the war between China and Japan (1937-45), which was part of the Pacific phase of World War II. By focusing on how the Sino-Japanese War, and especially the Nanjing (Nanking) Massacre has been remembered in both China and Japan, this course explores the relationship between memory, politics, culture, and society in the formation of history and memory in modern China and Japan. (Occasionally)

HIST-G 369 Modern Japan (3 cr.) Western impact and social and intellectual change in late Tokugawa Japan from about 1720. The Meiji Restoration. State capitalism and the Japanese development process. Empire, war defeat, U.S. occupation, and renewal in the twentieth century. Japan's rise to the front rank of world economic powers after World War II. (Fall)

HIST-G 385 Modern China (3 cr.) A survey of the final century of dynastic rule and the rise to power of the Nationalist and Communist parties, highlighting social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies. (Fall and Spring)

HIST-G 387 Contemporary China (3 cr.) A survey of recent Chinese history focusing on social, cultural, and political life in the People's Republic of China and post-1949 Taiwan. Events covered include the Long March, the Cultural Revolution, and the Tiananmen Square Protests of 1989. (Fall and Spring)

HIST-G 410 China, Japan, and the U.S. in the 20th and 21st Centuries (3 cr.) This course discusses the relationship between China, Japan, and the U.S. in the 20th and 21st centuries. We study the mutual perceptions and interactions of the three countries over the 20th Century, and examine how the perceptions and memories of these interactions impact their relationships in the 21st Century. (Every other year)

HIST-H 105 American History I (3 cr.) Colonial period, Revolution, Confederation and Constitution. National period to 1865. Political history forms the framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism. (Fall, Spring, Summer I, Summer II)

HIST-H 106 American History II (3 cr.) 1865 to present. Political history forms the framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism. (Fall, Spring, Summer I, Summer II)

HIST-H 113 History of Western Civilization I (3 cr.) Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval Church; feudalism; national monarchies; rise of middle class; parliamentary institutions; liberalism; political democracy; industrial revolution; capitalism and socialist movements; nationalism, imperialism, and international rivalries; wars. (Fall, Spring, Summer I, Summer II)

HIST-H 114 History of Western Civilization II (3 cr.) Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval Church; feudalism; national monarchies; rise of middle class; parliamentary institutions; liberalism; political democracy; industrial revolution; capitalism and socialist movements; nationalism, imperialism, and international rivalries; wars. (Spring)

HIST-H 207 Modern East Asian Civilization (3 cr.) Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the nineteenth and twentieth centuries. China and Japan receive primary consideration. Emphasis on the rise of nationalism and other movements directed toward revolutionary change. (Occasionally)

HIST-H 215 Proseminar in History (3 cr.) P: Freshmen and sophomores with consent of instructor. Selected topics of history. May be taken three times. (Fall)

HIST-H 219 Origins and History of the Second World War (3 cr.) Nazi and fascist aggression, collective security, appeasement and outbreak of war in Europe. German blitzkrieg; Russian front; North African, Italian, and Normandy campaigns; Hitler's racial policies; Japanese-American hostility; Pearl Harbor; island hopping; the atomic bomb. Roosevelt, Stalin, and Churchill at Teheran, Yalta, and Potsdam. War-crime trials. (Occasionally)

HIST-H 220 American Military History (3 cr.) From settlement of colonies to present. European background, colonial militia, Indian fighting. Principal foreign wars and their strategic objectives. Technological changes and effect of military on American society. Army is emphasized, with some attention to Navy, Marines, and Air Force. (Occasionally)

HIST-H 225 Special Topics in History (3 cr.) 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. May be repeated once for credit. (Occasionally)

HIST-H 228 The Vietnam War (3 cr.) Indochinese history; French colonialism; Cold War dynamics; U.S. military-political actions; domestic U.S. politics; U.S.

disengagement; Indochinese and American legacies. (Occasionally)

HIST-H 232 The World in the Twentieth Century (3 cr.) Shaping of the contemporary world, with emphasis on the interaction of the West, particularly Western imperialism and Western political and social ideas, with non-Western lands. Examination of revolutionary, national, ideological, social, and/or religious movements in Japan, China, India, Mexico, Russia, the Middle East, Southeast Asia, Africa. Today's political, social, and economic institutions. (Occasionally)

HIST-H 303 History of Disability (3 cr.) This course offers a cursory overview of the social, cultural, and political history of disability in its myriad representations and experiences, including deafness, blindness, paralysis, and mental illness, in the United States and Europe since the middle of the 18th century. The course will engage with voices of the disabled as well as grapple with how disability has been formulated in different ways during the modern period through a combination of primary and secondary sources. (Occasionally)

HIST-H 425 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope from the perspective of arts and humanities. Topics will vary but will ordinarily cut across fields, regions, and periods. May be repeated for credit. (Occasionally)

HIST-H 495 Undergraduate Readings in History (1-12 cr.) P: At least junior standing and 12 credit hours of related course work. Prior arrangement with individual faculty member. Faculty-supervised experience in museum work, historic preservation, historical societies, oral history, or other history- related fieldwork in private and public institutions. (Occasionally)

HIST-J 485 Historiography (3 cr.) Principles, methodology, and practice of historical study, with emphasis on the varieties of history, the writing of history, and historical literature. (Occasionally)

HIST-J 495 Proseminar for History Majors (3 cr.) P: H215 or instructor approval. Selected topics of history. (Spring)

HIST-J 496 Proseminar in History (3 cr.) Students engage in an original research project that culminates in a formal oral presentation and substantive paper on a topic determined by the instructor.

HIST-K 493 Reading for Honors (12 cr.) P: Approval of departmental honors committee. (Occasionally)

HIST-K 499 Senior Honors Thesis (3 cr.) P: Consent of the instructor. Senior-level course for honors students only. Training in research and writing, culminating in honors thesis to be written under direction of faculty member. Oral examination over thesis conducted by three faculty members. (Occasionally)

HIST-T 325 Topics in History (3 cr.) Study and analysis of selected historical issues and problems of limited scope from perspective of the arts and humanities. Topics will vary, but will usually cut across fields, regions, and periods. (Occasionally)

HIST-T 425 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope from the perspective of arts and humanities. Topics will vary, but will ordinarily cut across fields, regions, and periods. May be repeated for credit. (Occasionally)

HIST-T 500 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope from the perspective of social and historical studies. Topics will vary, but will ordinarily cut across fields, regions, and periods. May be repeated for credit. (Occasionally)

HIST-T 530 EARLY AMERICA - 1400-1800 (3 cr.)

HPER-E 100 Experiences in Physical Education (1-2 cr.) Instruction in a specified physical education activity that is not a regular offering of the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity. (Fall, Spring)

HPER-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, and coordination through rhythmical body movement. Only S-F grades given. (Fall, Spring)

HPER-E 105 Badminton (1 cr.) Beginning instruction in basic skills and techniques of badminton for singles, doubles, and mixed doubles play. Emphasis is on basic skill development, rules, and strategy. (Occasionally)

HPER-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. (Fall, Spring)

HPER-E 119 Personal Fitness (1-3 cr.) Instruction in basic principles of weight managment and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. For students without prior knowledge of conditioning methods. (Fall, Spring)

HPER-E 133 Fitness and Jogging I (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory 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. (Occasionally)

HPER-E 150 Tae Kwon Do (1 cr.) Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense. Student should achieve technical level of yellow belt. Karate uniform required. (Fall, Spring)

HPER-E 151 Self-Defense (1 cr.) Instruction in techniques for practical self-defense skills and situations. No uniform required. (Fall, Spring)

HPER-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. (Occasionally)

HPER-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. (Occasionally)

HPER-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. (Fall, Spring, Summer)

HPER-E 190 Yoga I (1 cr.) P: None. Every participant will be challenged at his/her own level and form. The class sequence and poses will be appropriate for everyone. Standing poses, forward stretched, twists, backward stretches, inversions, regenerative and breathing exercises. (Fall, Spring, Summer)

HPER-E 211 Advanced Basketball (1 cr.) Review of fundamental basketball skills including passing, dribbling, shooting, rebounding, and defense. Instruction in the principles of motion offense including spacing, screening, rebounding, and passing. Instruction in man-to-man defense and zone defenses. (Spring)

HPER-E 250 Karate—Intermediate (1 cr.) P: Yellow belt technical level or consent of instructor. Instruction in advance applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required. (Occasionally)

HPER-E 281 Tennis—Intermediate (1 cr.) Students with basic competency in the forehand, backhand, and serve improve these strokes and learn the lob and overhead strokes through practice with the class. (Occasionally)

HPER-E 370 Scuba Certification (2 cr.) Instruction in the skills and techniques of scuba diving. Course offered at The Scuba Tank in Valparaiso. Additional fees required. (Occasionally)

HPER-E 371 Advanced Scuba (2 cr.) P: HPER-E 370 or instructor permission. Advanced instruction in skills within a confined water environment. Additional fees required. (Occasionally)

HPER-E 470 Diver Safety and Rescue (2 cr.) P: HPER-E 371 or instructor permission. Diver safety issues leading to rescue certification and divemaster training. Additional fees required. (Occasionally)

HPER-E 472 Scuba Instructor Development (2 cr.) P: HPER-E 470 or instructor permission. Instructor development course for recreational scuba diving. Participants will complete all basic requirements for national evaluation exams. (Occasionally)

HPER-H 160 First Aid and Emergency Care (2 cr.) Lecture and demonstration on first-aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures. (Fall, Spring, Summer I)

HPER-H 318 Drug Use in American Society (3 cr.) An interdisciplinary approach to the study of drug use in American society. Examines the effects of alcohol, tobacco, and the "illicit" drugs on the physical, mental, and social health of individuals. (Occasionally)

HPER-H 363 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 disease; safety; and environmental health. (Occasionally)

HPER-H 414 Health Education in Grades K-8 (3 cr.) Practical guidelines for developing health and safety education programs in grades K-8, including child health problems, school health service programs, the school environment, subject matter in health instruction, curriculum development, lesson and unit planning, innovative approaches to health teaching, and evaluation. (Fall, Spring, Summer)

HPER-H 511 Advanced Emergency Care (3 cr.) Skills required to render advanced first aid and emergency care in various accident and disaster situations. Procedures for personal and family survival in natural or human disasters. Interested students may qualify for instructor certification. (Occasionally)

HPER-H 518 Alcohol and Drug Education (3 cr.) Alcohol and drug abuse in American society are probed in a comprehensive yet practical manner. Physiological, psychological, sociological, theological, and legal dimensions of the issue are explored through lectures, group discussions, guest speakers, and audiovisual presentation. Discusses principles of teaching and counseling in drug education programs. (Occasionally)

HPER-H 617 Seminar in Health Education (1-3 cr.) Contemporary topics in the area of health education are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary and may be repeated for credit. IUN offers the following topics: alcohol education and drug use, first aid, medical self-help, disaster preparedness, and health science experiments. (Occasionally)

HPER-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.

HPER-P 290 Movement Experiences for Preschool and Elementary School Children (2 cr.) Covers potential outcomes of preschool and elementary school motor development programs, how to implement such programs, and appropriate movement experiences for young children. Allows observation and teaching of young children in a structured gymnasium setting. (Fall, Spring, Summer)

HPER-P 318 Managing the Sport Enterprise (3 cr.) Provides an introduction to management theory as it relates to the sport industry. Ethical principles will be discussed as applied to a number of sport management issues, and fundamental principles in managerial communication will be reviewed and applied. A macro understanding of organizational structure and its effects on administrative efficiency will be developed, and the numerous aspects of managerial function and human behavior in organizations, such as planning, organizing, leading, motivating, decision-making, and evaluating will be addressed. All of these management theories will be applied to the specific management components of sport delivery organizations.

HPER-P 331 Planning and Operations of a Sports Facility (3 cr.) Planning and Operation of Sport Facilities will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Topics related to the facility management side of the industry, with special attention paid to back-of-the-house operations such as water, heating, cooling, and related activities will also be covered. This is a comprehensive course focusing on applied rather than theoretical knowledge. To learn some of the hands-on elements of running a facility, students will take virtual tours of numerous sport facilities and watch video interviews of facility staffers to learn how these facilities are operated. Students will also submit weekly assignments that will have them visit and evaluate local sport facilities of their choice, as well as have them conduct interviews with local sport facility personnel. (Fall, Spring)

HPER-P 333 Sport in America: Historical Perspectives (3 cr.) 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. (Occasionally)

HPER-P 333 Sport in America: Historical Perspectives (3 cr.) Sport in America: Historical Perspectives will explore the historical development of sport in American culture and the processes of change in American culture and sport from the 15th century to the present. This survey course will examine the place of sport in early settlements, through the growth of sport in the 19th century involving the rise of modern sport, and changes and challenges in sport in the 20th century to the present in American society. Placing special emphasis on the intersection of sport with gender, race, ethnicity, and social class, the course underscores the ways that diverse groups of men and women have shaped the development of sport in the United States. We will examine the transformation of sporting experiences over time and how other factors, such as religion, region, and technology, have shaped sport in deepening our knowledge about American culture

HPER-P 392 Sport in American Society (3 cr.) An introduction to sport sociology, in which students critically examine American sport from a social context and analyze the interrelationship between sport and American culture. Lectures, discussions, videos, guest speakers, and investigative analyses. (Occasionally)

HPER-P 397 Kinesiology (3 cr.) Introduction to kinesiology as a discipline and physical education as a sub-discipline for students interested in teaching physical education. Historical and philosophical perspectives on the teaching of physical education as a profession.

HPER-P 411 Legal Issues in Sport Settings (3 cr.) Legal Issues in Sport Settings will introduce students to the legal doctrines, major statutes, standards, and case law that establish legal responsibilities, rights, privileges, and controls related to the sport industry. Students will understand how the knowledge of sport law can make them better sport managers.

HPER-P 418 Sport Marketing (3 cr.) Examination of the elements of the marketing mix as they pertain to the sport enterprise. Also includes the coverage of decision making and planning from the sport manager's perspective and the impact of corporate sponsorship on the delivery of sport. (Occasionally)

HPER-P 418 Sport Marketing (3 cr.) Sport Marketing will build upon the marketing knowledge base and provide an overview of all the issues faced by marketing managers within the sports industry and outside the industry who market through sports. Students will be introduced to the unique qualities of the sports product and also examine the promotion mix, pricing and distribution issues as they relate to the sports industry

HPER-P 423 Financial Principals of Sports (3 cr.) Financial Principles in Sport will examine the application of principles and practices of financial management, as it applies to organizations in the sport industry. This course seeks to develop the financial skills necessary to gain an understanding of an array of financial concepts that impact sport managers. Students will examine financial strategies related to sport entities and organizations and will be introduced to current economic and financial issues that impact the sport industry. Included in the course are the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Other topics include budget development, funding, capital projects, economic impact, and supply and demand in the sport industry. (Fall, Spring, Summer)

HPER-P 439 Practicum in Sport Studies (3 cr.) Practicum in Sport Studies provides students with practical job-related learning experience in sport management or marketing under the supervision of a professional in the area.

INFO-B 505 Informatics Project Management (3 cr.) P: Consent of Instructor or Department or INFO-I 402 This is a professional introduction to informatics project management and organizational implementation of integrated information solutions. The target audience is informatics project team members likely to pursue informatics project manager roles as well as all members not likely to do so. Through reading, lecture, discussion, practice, and targeted projects, students gain historical perspectives, current awareness, and proficiency with informatics project management terminology, techniques and technologies.

INFO-B 533 Systems and Protocol Security and Information Assurance (3 cr.) This course looks at systems and protocols, how to design threat models for them and how to use a large number of currrent security technologies and concepts to block specific vulnerabilities. Students will use a large number of systems and programming security tools in the laboratories.

INFO-I 101 Introduction to Informatics (4 cr.) P: Computer literacy. Emphasis on topics in human-computer interaction and human factors, collaborative technologies, group problem solving, ethics, privacy, and ownership of information and information sources, information representation, and the information life cycle. (Fall, Spring)

INFO-I 201 Mathematical Foundations of Informatics (4 cr.) P: MATH-M 117. An introduction to the suite

of mathematical and logical tools used in information sciences, including finite mathematics, automata and computability theory, elementary probability, and statistics and basics of classical information theory. (Spring)

INFO-I 202 Social Informatics (3 cr.) P: INFO-I 101. Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and electronic commerce are affecting daily lives, social relations, work, and leisure time. (Spring)

INFO-I 210 Information Infrastructure I (4 cr.) P: INFO-I 101. Credit cannot be given for both INFO-I 210 and CSCI-C 201 or CSCI-A 201 except by permission. The software architecture of information systems. Basic concepts of systems and applications programming. (Fall)

INFO-I 211 Information Infrastructure II (4 cr.) P: INFO-I 210. Credit cannot be given for both INFO-I 211 and CSCI-C 307 or CSCI-A 302 except by permission. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems. (Spring)

INFO-I 300 Human-Computer Interaction (3 cr.) P: INFO-I 211. The analysis of human factors and the design of computer application interfaces. A survey of current best practice with an eye toward what future technologies will allow. (Spring)

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 social and scientific applications. Representational structures and approaches from many disciplines are introduced; philosophical theories of classification and categorization; information access and representation on the World Wide Web; object-oriented design and relational databases; AI knowledge representation and discovery. (Spring)

INFO-I 310 Multimedia Arts and Technology (3 cr.) P: CSCI A106. The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice. (Fall)

INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.) P: INFO-I 211. An introductory treatment of distributed systems and programming. Topics range from the distributed and object models of computation to advanced concepts, such as remote method invocations, object brokers, object services, open systems, and future trends for distributed information systems. (Once a year)

INFO-I 400 Topics in Informatics (1-6 cr.) Content will vary with topic. Topics will include current trends in Informatics, Bioinformatics, and Health Informatics (Fall, Spring and Summer)

INFO-I 402 Informatics Project Management (3 cr.) P: CSCI-C 330. This course will focus on 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 (Fall)

INFO-I 420 Internship in Informatics Professional Practice (3-6 cr.) P: Approval of informatics director and completion of 100 and 200 level requirements in Informatics. Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics course work. (Fall, Spring)

INFO-I 421 Applications of Data Mining (3 cr.) P: CSCI-C 150. This 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. (Alternate years)

INFO-I 491 Capstone Project Internship I (1-6 cr.) P: Junior standing and permission of instructor. Students put their informatics education to practice through the development of a substantial project while working in a professional information technology environment (Fall, Spring and Summer)

INFO-I 492 Senior Thesis I (3 cr.) P: Senior standing and approval of the Informatics director. The senior student prepares and presents a thesis: a substantial, typically multichapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

INFO-I 493 Senior Thesis II (3 cr.) P: Senior standing and approval of the Informatics director. The senior student prepares and presents a thesis: a substantial typically multichapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member. (Spring)

INFO-I 494 Design and Development of an Information System I (3 cr.) P: Senior standing and approval of the Informatics director. System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a stimulated environment (virtual presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). (Fall)

INFO-I 495 Design and Development of an Information System II (3 cr.) P: Senior standing and approval of the

Informatics director. System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). (Spring)

INFO-N 215 Online Document Development (3 cr.) P: CSCI-A 106 or CSCI-C 106. Study of the creation, publication and management of documents, images, and other media types on the Web. Topics include Web publishing, asset preparation, document types, contemporary content management systems and their use in the organization. Hands-on experience with contemporary systems for content management. (Fall, Spring and Summer)

ITAL-M 100 Elementary Italian I (4 cr.) Introduction to contemporary Italian language, geography, and culture. Involves a broad variety of assignments and activities that develop grammatical competency and proficiency in listening, speaking, reading and writing. Cultural topics and simple cultural comparisons are introduced.

ITAL-M 150 Elementary Italian II (4 cr.) P: ITAL-M 100. Continued introduction to contemporary Italian language, geography, and culture. Involves a broad variety of assignments and activities that build grammatical competency and proficiency in listening, speaking, reading and writing. Practice with new cultural topics and basic cultural analysis.

ITAL-M 200 Intermediate Italian I (3 cr.) P: ITAL-M 150 or equivalent. Building on Elementary Italian I-II, students further study and practice fundamental concepts and structures in Italian grammar. Through a variety of assignments and activities, they strengthen proficiency in listening, speaking, reading, writing, cultural analysis and understanding. Includes an introduction to brief literary texts.

ITAL-M 250 Intermediate Italian II (3 cr.) P: ITAL-M 200 or equivalent. The study of more complex concepts and structures in Italian grammar. Through a variety of texts, media, and assignments, students practice listening, speaking, reading, writing, and they analyze cultural topics and situations in greater depth. Increased attention to short literary texts.

JOUR-C 327 Writing for Publication (3 cr.) A workshop for nonmajors to improve writing skills and learn basic requirements of writing for publication. Instruction in market analysis and interpreting specific editorial requirements, in gathering and researching background materials, and in preparing manuscripts. Examination of various types and styles of published writing. Will not count toward journalism major. (Occasionally)

JOUR-J 200 Writing for Mass Media (3 cr.) P: Typing ability of 35 words per minute and ENG W131, or its equivalent. Small working seminar relating communication theory to practice in journalistic writing. Emphasis on narration, exposition, description, and argumentation. Development of skills in conceptualization, organization, gathering evidence, and effective presentation of articles for publication in various mass media. (Occasionally)

JOUR-J 522 Political Communication (3 cr.) Examination lf the role of rhetoric in public discourses, policies, and practices shaping political life in the U.S. culture. Students analyze strategies employed by politicians, citizens, and activists in relation to the political process. Exploration of how texts participate in struggles to define political practice, citizenship, and national identity in America.

LIBS-D 501 Humanities Seminar (3 cr.) An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester.

LIBS-D 502 Social Science Seminar (3 cr.) An interdisciplinary graduate seminar in the social sciences. Topics Vary from semester to semester.

LIBS-D 503 Science Seminar (3 cr.) An interdisciplinary graduate seminar in the sciences. Topics Vary from semester to semester.

LIBS-D 510 Introduction to Graduate Liberal Studies (3 cr.) 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.

LIBS-D 511 M.L.S. Humanities Elective (3 cr.) P: LIBS-D 510 An M.L.S. graduate elective course in the humanities. Topics vary.

LIBS-D 512 M.L.S. Social Science Elective (3 cr.) P: LIBS-D 510. An M.L.S. graduate elective course in the social sciences. Topics vary.

LIBS-D 513 M.L.S. Science Elective (3 cr.) P: LIBS-D 510 An M.L.S. graduate elective course in the sciences. Topics vary.

LIBS-D 514 Graduate Liberal Overseas Study (3-6 cr.) P: LIBS-D 510. In some cases there may be a language prerequisite. This course will enable M.L.S. students to participate in overseas studies.

LIBS-D 594 Liberal Studies Directed Readings (1-3 cr.) P: LIBS-D 501, LIBS-D 502, LIBS-D 503, and prior consent of instructor. Independent study involoving systematic schedule of readings sponsored and supervised by a faculty member.

LIBS-D 596 Liberal Studies Independent Research (1-3 cr.) P: LIBS-D 501, LIBS-D 502, LIBS-D 503, and prior consentof instructor. An independent research project formulated and conducted in consultation with a faculty member and culminating in a final analytical paper.

LIBS-D 600 Public Intellectual Practicum. (3 cr.) P: Completion of all M.L.S. course work. A capstone seminar for the M.L.S. public intellectual option. Students will study the history of public intellectuals, explore the cariety of ways in which public intellectuals carry out their work, and create a portfolio of their own public intellectual work.

LIBS-D 601 M.L.S. Project Proposal Seminar (3 cr.) P: Approval of director. A capstone seminar for the independent research/creative activity option in which

students choose a topic or creative activitiy for their project, complete the initial research to determine its feasibility, write a formal proposal with an extenstive bibliographay identifying sources and/or resourses necessary to complete the project, and defend it before a faculty committee.

LIBS-D 602 Graduate Project (3-6 cr.) P: LIBS-D 601. Independent project work conducted in consultation with a faculty director.

LING-L 103 Introduction to the Study of Language (3 cr.) P: Sophomore standing. Linguistics as a body of information; nature and function of language; relevance of linguistics to other disciplines, with reference to modern American English and principal European languages. (Occasionally)

LING-L 200 Language and Culture (1-3 cr.) Relation of language to social and cultural practices and processes; issues of meaning, identity and power within and across cultures.

LING-L 210 Topics in Language and Society (3 cr.) The study of topics related to the role of language as a social phenomenon. (Occasionally)

LING-L 485 Topics in Linguistics (3 cr.) P: 300-level classes in Linguistics Students will study advanced topics and theories related to all fields in Linguistics.

LSTU-L 100 Survey of Unions and Collective Bargaining (3 cr.) A survey of labor unions in the United States, focusing on their organization and their representational, economic, and political activities. Includes coverage of historical development, labor law basics, and contemporary issues. (Core Course)

LSTU-L 101 U.S. Labor History (3 cr.) A survey of the origin and development of unions and the labor movement from colonial times to the present. The struggle of working people to achieve dignity and security is examined from social, economic, and political perspectives. (Core Course)

LSTU-L 104 Labor History (3 cr.) This course serves as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources, biases, and interpretations. Discussion focus on selective questions and events.

LSTU-L 110 Introduction to Labor Studies (3 cr.) This course introduces students to the interdisciplinary and advocacy approach of labor studies Exploring labor’s role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our non-work lives and will look at U.S. labor relations in a comparative framework.

LSTU-L 190 The Labor Studies Degree (1 cr.) Required for all Labor Studies program majors. This course introduces the Labor Studies degree and the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.

LSTU-L 199 Portfolio Development Workshop (1 cr.) Emphasis for this course is placed on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for Prior Learning Assessment.

LSTU-L 200 Survey of Employment Law (3 cr.) Statutes and common law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, social security, retirement income protection, privacy, and other rights. (Core Course)

LSTU-L 201 Labor Law (3 cr.) A survey of the law governing labor-management relations. Topics include the legal framework of collective bargaining; problems in the administration and enforcement of agreements; protection of individual rights to representation. (Core Course)

LSTU-L 203 Labor and the Political System (3 cr.) Federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups. (Core Course)

LSTU-L 205 Contemporary Labor Problems (3 cr.) This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.) Examines policies and practices that contribute to workplace discrimination and those designed to eliminate discrimination. Explores effects of job discrimination and occupational segregation. Analyzes Title VII, ADA, and related topics in relation to broader strategies for addressing discrimination. (Core Course)

LSTU-L 220 Grievance Representation (3 cr.) Union representation in the workplace. The use of grievance procedures to address problems and administer the collective bargaining agreement. Identification, research, presentation, and writing of grievance cases. Analysis of relevant labor law and the logic applied by arbitrators to grievance decisions. (Core Course)

LSTU-L 230 Labor and the Economy (3 cr.) Analysis of the political economy of labor and the role of organized labor within it. Emphasis on the effect of unemployment on workers, unions, and collective bargaining; investment policy and changes in technology and corporate structure. Patterns of union political and bargaining responses. (Core Course)

LSTU-L 231 Globalization and Labor (3 cr.) This course explores the globalization of trade, production, and migration and the effects of these processes on American workers. Through reading, discussion, and problem formation, students will critically think about the ways global processes and policies impact American workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment, and explore alternatives to these policies.

LSTU-L 240 Occupational Health and Safety (3 cr.) Elements and issues of occupational health and safety. Emphasis is on the union's role in the implementation of workplace health-and-safety programs, worker and union

rights, hazard recognition techniques, and negotiated and statutory remedies, in particular, the Occupational Safety and Health Act of 1970. (Core Course)

LSTU-L 250 Collective Bargaining (3 cr.) The development and organization of collective bargaining in the United States, including union preparation for negotiations, bargaining patterns and practices, strategies and tactics, economic and legal considerations. (Core Course)

LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.) Designed to provide collective bargaining simulations and other participatory experiences in conjunction with L250. Student must be currently enrolled or have taken L250. (Core Course)

LSTU-L 255 Unions in State and Local Government (3 cr.) Union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law. (Core Course)

LSTU-L 260 Leadership and Representation (3 cr.) Organizational leadership issues for union, community, and other advocate organizations. Analyzes leadership styles, membership recruitment, and leadership development. Examines the role of leaders in internal governance and external affairs including committee building, delegation, negotiations, and coalition building. (Core Course)

LSTU-L 271 Framed: Labor and the Media (1 cr.) This course examines media (and, in turn, public) understanding of the U.S. labor movement and analyzes reaction to some specific, highly publicized strikes. News media have rarely served as independent storytellers of strikes. Instead, they have told stories that are aligned with the generally antilabor interests of corporate America (including their publishers and parent media corporations). Even among more liberal media, "ordinary" workers are often portrayed as a passive mass that is controlled and directed by unions and labor leaders. It is rare to see any news outlet sympathetic to the beliefs and causes of labor or to striking workers. This course will be driven by the overarching question of why that might be.

LSTU-L 272 White Privilege in the Workplace: Origins, Culture and Ideology (1 cr.) This course explores the origins of white privilege from the era of industrialization and the rise of the factory system in the US, the manifestations of white privilege in today's workplace and the mechanisms by which white privilege creates workplace advantages and inequalities. The foundational materials include the scholarship of W.E. B. DuBois (1925), David Roediger (1999-2005), Herbert Gutman (1973), Edgar Schein (1990) and Nkomo (2014). The interrogation of white privilege in the workplace is viewed through the lens of organizational analysis and political economy theory.

LSTU-L 275 Protecting Workers' Rights in Global Supply Chains (3 cr.) This course explores the impact of global supply chains (GSCs) on workers' abilities to maintain adequate living standards, the regulatory frameworks under which trade, investment and taxation occur, and the strategies/tactics workers can use to create an alternative governing structure which promotes sustainable work and development within the GSC. (Core Course)

LSTU-L 280 Union Organizing (3 cr.) Explores various approaches and problems in private and public sector organizing Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments, to committee building and leadership development.

LSTU-L 285 Assessment Project (1 cr.) Capstone experience for associate degree students. (Core Course)

LSTU-L 289 Work like a Girl: Women's Evolving Workplace Role (3 cr.) This course, situated in political economy theory of discrimination, interrogates workplace challenges women experience. Discussions include women's position and participation in the workforce within the context of race, class, and gender. Strategies and initiatives to correct gender and wage disparities, job insecurity, and sexual harassment and create inclusive workplaces follows.

LSTU-L 291 The Bully in the Workplace (1 cr.) This one (1) course 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 allows bullies to perpetrate the harm and how bullies threaten, intimidate, humiliate, and sabotage both targets and workplace productivity.

LSTU-L 292 Preventing Sexual Harassment (1 cr.) This one-credit course will briefly examine 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 and solutions to workplace and academic sexual harassment will be discussed.

LSTU-L 293 Family Medical Leave (1 cr.) This class will examine the 1993 Family Medical Leave Act law that has given 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 US and other countries.

LSTU-L 294 Staffing as a Safety Issue (1 cr.) Health Care Staffing and Total Worker Health will explore the theory and practice of workforce staffing in health care considering the impact of health care management decisions related to staffing on quality of care for patients and occupational health for workers. Theoretical perspectives, research, union contracts and definitional constructs will be examined and discussed. Participants will work in individually and in pairs to research and explore health care staffing in specific segments of the health care industry and propose an action research project as a synthesis of their learning.

LSTU-L 295 Crisis in Public Education (1 cr.) This course considers ways in which educational researchers and policymakers have identified, examined, and sought to address the goals and challenges of preK-12 public education in the United States. Key characteristics include accountability and testing; desegregation and diversity;

school choice and the impact of charter schools; and teachers alternative certification programs. Designed to encourage a wide range of viewpoints, the course readings reflect a variety of disciplines including political science, public policy, sociology, anthropology, education, and media reports.

LSTU-L 296 Preventing Workplace Violence (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 or prevent the incidents of violence in the workplace.

LSTU-L 297 Strike: Labor Revolt in America (1 cr.) This course explores the strike as a mechanism of worker power and worker threat in American culture. Through readings and discussion, the unequal balance of power between labor and management is the backdrop for worker action necessitated by the inadequacy of protective worker legislative, deregulation, and continued corporate assaults of workers and their well-being.

LSTU-L 298 American Dream in an Age of Decline (3 cr.) American Dream in an Age of Decline is the interdisciplinary exploration of frameworks within which the notion of the American Dream has been constructed and changed over time in relation to the working class. What is the American Dream? How do the dreamers envision equality in their societies? How do perceptions of and struggles for equality impact definitions of success and happiness? There is no simple response that would be sufficient to these questions. In this course, we will examine what has happened to the American Dream and the life chances of working people. We will focus on the present state of working Americans and see how the standard of living for Americans has been affected (defined) by the larger social, political, and economic environments.

LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.) The course explores the fundamental basics for ethical decision making in a workplace, both unionized and nonunionized. We will discuss specific considerations for making moral judgments within the work environment and explore the basis upon which those decisions are made.

LSTU-L 315 The Organization of Work (3 cr.) Examines how work is organized and jobs are evaluated, measured, and controlled. Explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

LSTU-L 320 Grievance Arbitration (3 cr.) The legal and practical context of grievance arbitration, its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards. Participants analyze, research, prepare, and present cases in mock arbitration hearings. (Recommended only after L220 or with permission of instructor.)

LSTU-L 330 Global Comparisons: Labor Relations Examples from Three Continents (3 cr.) This course uses a political economy framework to explore and compare countries' systems of labor relations, drawing from at least three continents. It analyzes the diverse approaches to the structure of twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, patterns of breakdown in the enforcement of labor and employment law, and union and nonunion political and bargaining responses.

LSTU-L 331 Global Problems, Local Solutions (3 cr.) This course addresses local manifestations of global problems confronting society, workers, and the labor movement. Students will cooperatively analyze issues, propose potential solutions, and engage in activities or practices that address globally driven local issues. Students will identify governmental, non-governmental, and charitable organizations that aid in ameliorating local problems. As a final project, students will design collaborative solutions based on our contemporary global situation in which work is characterized by flexibility, insecurity, and geographic mobility.

LSTU-L 350 Issues in Collective Bargaining (3 cr.) Readings and discussion of selected problems. Research paper usually required.

LSTU-L 360 Union Administration and Development (1-3 cr.) This course covers practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. It addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. This course may be repeated for up to 3 credits with department approval.

LSTU-L 370 Labor and Religion (3 cr.) This course has primarily an historical focus. It looks at the relationship between religion and the labor movement as it developed in the United States over the course of the 19th and 20th centuries. It attempts to uncover the tradition in which workers of faith have connected their religious values to their more secular concerns for social justice.

LSTU-L 380 Theories of the Labor Movement (3 cr.) Perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution; an agent for social reform; a revolutionary force; a psychological reaction to industrialization; a moral force; and an unnecessary intrusion.

LSTU-L 381 Latinos, Labor and Migration in the U.S.: 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.

LSTU-L 384 Diversity and Inequality in America (3 cr.) This course explores the paradox between issues of diversity and income inequality in contemporary society and provides a critical focal point for examining the way in which claims for diversity and mounting inequality are interrelated. The continued and expanding inequality in American society despite expanding initiatives to address racial, gender, and ethnic inequality suggests the need to dive more deeply into political debates addressing inequality and its impact on employment and workers in the US through the critical examination of cause and effect of long-term inequality, benefits and limits of diversity

policies, and identification of competing strategies to address these issues.

LSTU-L 385 Class, Race, Gender, and Work (3 cr.) Historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. Examines union responses and strategies for addressing class, race, and gender issues.

LSTU-L 390 Topics in Labor Studies (3 cr.) This is a variable-title course. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations.

LSTU-L 390 Big Box Retailers: Impact on Community (1 cr.) This course explores "big box" retail stores and their impact on labor and local communities. The course examines how big box stores affect economies, environment, and the workforce and the ways in which a growing number of communities and independent businesses are effectively fighting back.

LSTU-L 390/389 Global Work-Family Conflict: Comparative Policy Solutions (3 cr.) This course provides an overview of work-family policy in the US and other high-income countries, comparing the problems and solutions experienced by working people who are caring for family members. This course takes the view that we will be a happier and healthier society if we find ways to make these two spheres compatible. This is an introductory analysis of how explicit and implicit policies impose stress and impossible roles on mothers, fathers, caregivers of all kinds, and low-income parents in particular.

LSTU-L 390/391 Essential Workers: Public Health and Labor (3 cr.) This course explores roles, expectations, and protections for essential workers during a pandemic. The definition of an essential workers, protections and risk factors will be explored and discussed. Guiding constructs include health equity, the precautionary principle and total worker health. Participants will explore definitions of standard and non-standard employment and learn about the challenges and consequences for the health and safety of workers. The course will conclude with case descriptions regarding the tools used by labor and outcomes for workers. Participants will identify priority action steps to protect essential workers and policies that link with structures impacting health.

LSTU-L 390/395 Women and Development (3 cr.) This course provides an overview of the field of women/ gender and development in low-income nations in Asia, Africa, and Latin America and will cover the main debates in this field, including the ways in which gender relations within households and communities affect women's employment and working conditions, the differential impact of globalization on women and men in agriculture, the informal sector, and the formal labor force, health issues, population control, climate change, and migration as seen through a gender lens, and effects of global financial crises on women.

LSTU-L 398 The Industrial Workers of the World: Labor History Seminar (3 cr.) Through readings and discussions, this course explores the formation and demise of The Industrial Workers of the World (IWW), a radial union formed in Chicago in 1905 and was open to all races/genders of unskilled workers; Adopting the motto “An injury to one is an injury to all,” the IWW’s goal was to organize all workers into a single union and abolish the system of capitalism.

LSTU-L 399 Prior Learning Experiences (Self-Acquired Competency) in Labor Studies (1-15 cr.) Prior learning assessment (PLA): This course involves PLA credit to be earned for equivalent college-level knowledge gained from previous work experience, military training, or community engagement and showcased in a comprehensive portfolio through written or digital reflections documenting competencies gained through prior learning experiences. Student work is certified/approved for credit by a faculty committee.

LSTU-L 410/580 Comparative Labor Movements (3 cr.) Labor movements and labor relations in industrial societies from historical, analytical, and comparative perspectives. Emphasis on interaction between unions and political organizations, national labor policies, the resolution of workplace problems, the organization of white collar employees, and the issues of workers' control and codetermination.

LSTU-L 420 Labor Studies Internship (1-6 cr.) This course applies classroom knowledge in the field. L420 may be repeated for a maximum of 6 credit hours. The Internship course is designed to allow students interested in Labor Studies the opportunity to apply their skills and knowledge of the discipline in a unionized setting. Internships are completed in community based or unionized organization and students are required to observe and participate in a union-related capacity under supervision. Students must complete the classroom component of the Internship credit as well as the unionized work-place requirements. Admission to the Internship requires instructor approval.

LSTU-L 430 Labor Research Methods (3 cr.) This course focuses on methods of research design, techniques, and procedures commonly used by social scientists. Students would learn basic research skills that include but are not limited to, how to collect, analyze, and interpret data specific to labor and or working-class issues. The primary objective seeks to produce more critical consumers of social science knowledge through the fundamentals of qualitative and quantitative design, data analysis, documentation, and presentation.

LSTU-L 480 Senior Seminar of Readings (3 cr.) Designed as either a classroom seminar or directed reading. This course addresses current issues, historical developments, and other labor-related concerns. Topics vary each semester.

LSTU-L 490 Topics in Labor Studies (1-3 cr.) This is a variable-title course. L490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

LSTU-L 490 Power and Class in Politices (3 cr.) This course explores the political limits placed on working class power in the US over time and its effect on workers

and their organizations. An essential part of the course will focus on the different ways in which power and class intersect in the American political structure, where socioeconomic limits are transformed into political constraints. Using the American political structure as the backdrop, students will examine basic concepts of power and how concepts of power translate into practical political boundaries that must be overcome if labor is to grow and expand its influence in the American political process. Essential for this discussion is the debate of how power is exercised in American society, power in our discussion is real, with deep rooted political implications and not simply an exercise of understanding how far we have come from the democratic premises of the countries' founders.

LSTU-L 495 Directed Labor Study (1-6 cr.) This is a variable credit course. L495 may be repeated for a maximum of 6 credit hours. Students arrange to study with an individual labor studies faculty member, designing a course of study to suit their individual and varied needs and interests. The contract might include reading, directed application of prior course work, tutorials, or internships. Competencies are assessed through written papers, projects, reports, or interviews.

MATH-A 100 Fundamentals of Algebra (4 cr.) P: Test Score MA 102 or MATH-M 015. Designed to provide algebraic skills needed for future mathematics courses. Integers, rational and real numbers, exponents, decimals, polynomials, equations, word problems, factoring, roots and radicals, quadratic equations, graphing, linear equations in more than one variable, and inequalities. Does not satisfy the College of Arts and Sciences distribution requirements nor general education mathematical reasoning requirement. (Fall, Spring, Summer)

MATH-F 116 First Year Seminar in Mathematics (3 cr.) This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, this course will also cover basic theories and principles of mathematics (Fall, Spring).

MATH-K 200 Statistics for Teachers (3 cr.) P: Level MA103 on Placement Exam or at least a C in MATH-A 100. The course serves as an introduction to statistical tools and spreadsheets or statistical packages used in everyday teaching practice. The emphasis is on understanding real-life applications of graphs of data, measures of central tendency, variation, probability, normal distributions, confidence intervals, hypothesis testing, and sampling. (Spring)

MATH-K 300 Statistical Techniques (3 cr.) P: at least a C in MATH-M 117 or equivalent. MATH-M 118 An introduction to statistics. Nature of statistical data. Ordering and manipulation of data. Measures of central tendency and dispersion. Elementary probability. Concepts of statistical inference and decision, estimation, and hypothesis testing. Special topics discussed may include regression and correlation, analysis of variance, nonparametric methods. (Spring)

MATH-M 100 Basic Mathematics (4 cr.) P: Level MA103 on Placement Exam, or at least a C in MATH-A 100. Topics in algebra, geometry, graphing, probability, statistics, and consumer mathematics. Emphasis on problem solving and constructing mathematical models. This course is designed for allied health students and liberal arts students who plan to take no additional mathematics courses. Does not count toward a major in mathematics. (Fall, Spring, Summer)

MATH-M 110 Excursions into Mathematics (3 cr.) P: Level MA103 on Placement Exam, or at least a C in MATH-A 100. A course designed to convey the flavor and spirit of mathematics, stressing reasoning and comprehension rather than technique. Not preparatory to other courses; explores the theory of games and related topics that may include the mathematics of politics and elections. This course does not count toward a major in mathematics. (Occasionally)

MATH-M 111 Mathematics in the World (3 cr.) P: Level MA103 on Placement Exam, or at least a C in MATH-A 100. Conveys spirit of mathematical languages of quantity; students apply concepts from algebra, geometry, management science, probability, and statistics, and use scientific software to analyze real world situations. (Occasionally)

MATH-M 117 Intermediate Algebra (3 cr.) P: Level MA103 on Placement Exam or at least a C in MATH-A 100. Designed to introduce nonlinear models and their applications, advanced linear systems, and function foundations. Does not satisfy the College of Arts and Sciences distribution requirements nor general education mathematical reasoning requirement. (Fall, Spring, Summer)

MATH-M 118 Finite Mathematics (3 cr.) P: Level MA104 on Placement Exam, or at least a C in MATH-M 117. Set theory, linear systems, matrices, probability, linear programming, Markov chains. Applications to problems from business and the social sciences. (Fall, Spring, Summer)

MATH-M 119 Brief Survey of Calculus (3 cr.) P: Level MA104 on Placement Exam or at least a C in MATH M117. Introduction to calculus. Primarily for students in business and the social sciences. A student cannot receive credit for both MATH-M 119 and MATH-M 215. (Fall, Spring, Summer)

MATH-M 125 Precalculus Mathematics (3 cr.) P: Level MA104 on the Placement Exam or at least a C in MATH-M 117. Designed to prepare students for calculus (MATH-M 215). Algebraic operations, polynomial, rational exponential, and logarithmic functions and their graphs, conic sections, linear systems of equations. Does not satisfy the arts and sciences distributional requirements. (Fall, Spring, Summer)

MATH-M 126 Trigonometric Functions (2-3 cr.) P: Level MA104 on Placement Exam, or at least a C in MATH-M 117. In-depth study of trigonometric functions, definitions, unit circle, graphs, inverse functions, identities, trigonometric equations and applications. This course, together with MATH-M 125 is designed to prepare students for calculus (MATH-M 215). (Occasionally)

MATH-M 127 Pre-calculus with Trigonometry (5 cr.) P: Level MA104 on Placement Exam, or at least a C in MATH-M 117. This course is designed to prepare students for calculus (M 215). Subject matter includes polynomial, rational, root, exponential, logarithmic, and trigonometric functions and their applications. (Fall, Spring, Summer)

MATH-M 15 Arithmetic with Algebra (0 cr.) Integers, proportional reasoning, measurement systems, exponents, solving linear inequalities, polynomial operations, geometric concepts, rational numbers, ratios and percent, algebraic expressions, solving and writing linear equations, literal equations, graphs of linear equations, applications. Does not satisfy the College of Arts and Sciences distribution requirements nor general education mathematical reasoning requirement. (Fall, Spring)

MATH-M 215 Analytic Geometry and Calculus I (5 cr.) P: Level MA105 on Placement Exam or MATH-M 125 and MATH-M 126 or MATH-M 127. Differential calculus of functions of one variable, with applications. Functions, graphs, limits, continuity, derivatives of trigonometric, exponential and logarithmic functions, tangent lines, optimization problems, curve sketching, L'Hopital's Rule, definite integral, the Fundamental Theorem of Calculus. A student cannot receive credit for both MATH-M 119 and MATH-M 215. (Fall, Spring, Summer)

MATH-M 216 Analytic Geometry and Calculus II (5 cr.) P: MATH-M 215. Integral calculus of functions of one variable. Antiderivatives, definite integrals, techniques of integration, areas, volumes, surface areas, arc length, parametric functions, polar coordinates, limits of sequences, convergence of infinite series, Taylor polynomials, power series, and applications. (Fall, Spring)

MATH-M 295 Readings and Research (1-3 cr.) Supervised problem solving. Admission only with permission of a member of the mathematics faculty, who will act as supervisor. (Occasionally)

MATH-M 301 Applied Linear Algebra (3 cr.) P: MATH-M 216 or consent of instructor. Emphasis on applications: systems of linear equations, vector spaces, linear transformations, matrices, simplex method in linear programming. Computer used for applications. Credit not given for both MATH-M 301 and MATH-M 303. (Odd years, Spring)

MATH-M 311 Calculus III (4 cr.) P: MATH-M 216. Elementary geometry of 2, 3, and n-space; functions of several variables; partial differentiation; minimum and maximum problems; multiple integration. (Fall)

MATH-M 312 Calculus IV (3 cr.) P: MATH-M 311. Differential calculus of vector-valued functions, transformation of coordinates, change of variables in multiple integrals. Vector integral calculus: line integrals, Green's theorem, surface integrals, Stokes' theorem. Applications. (Occasionally)

MATH-M 320 Theory of Interest (3 cr.) P: MATH-M 216. Measurement of interest: accumulation and discount, equations of value, annuities, perpetuities, amortization and sinking funds, yield rates, bonds and other securities, installment loans, depreciation, depletion, and capitalized cost. This course covers topics corresponding to the society of Actuaries' Exam FM.(Odd years, Fall)

MATH-M 325 Problem-solving Seminar in Actuarial Science (3 cr.) P: Consent of instructor. A problem-solving seminar to prepare students for the actuarial exams. May be repeated up to three times for credit. (Spring)

MATH-M 343 Introduction to Differential Equations with Applications I (3 cr.) P: MATH-M 216. Derivation of equations of mathematical physics, biology, etc. Ordinary differential equations and methods for their solution, especially series methods. Simple vector field theory. Theory of series, Fourier series, applications to partial differential equations. Integration theorems, Laplace and Fourier transforms, applications. (Even years, Spring)

MATH-M 360 Elements of Probability (3 cr.) P: MATH-M 216 and MATH-M 311, which may be taken concurrently. The study of probability models that involve one or more random variables. Topics include conditional probability and independence, gambler's ruin and other problems involving repeated Bernoulli trials, discrete and continuous probability distributions, moment generating functions, probability distributions for several random variables, some basic sampling distributions of mathematical statistics, and the central limit theorem. Course topics match portions of Exam P of the Society of Actuaries. (Even years, Fall)

MATH-M 366 Elements of Statistical Inference (3 cr.) P: MATH-M 360. An introduction to statistical estimation and hypothesis testing. Topics include the maximum likelihood method of estimation and the method of moments, the Rao-Cramer bound, large sample confidence intervals, type I and type II errors in hypothesis testing, likelihood ratio tests, goodness of fit tests, linear models, and the method of least squares. This course covers portions of Exam SRM of the Society of Actuaries. (Odd years, Spring)

MATH-M 391 Foundations of the Number Systems (3 cr.) P: MATH-M 216. Sets, functions and relations, groups, real and complex numbers. Bridges the gap between elementary and advanced courses. Recommended for students with insufficient background for 400-level courses, for M.A.T. candidates, and for students in education. (Even years, Spring).

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: MATH-M 301. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations. (Odd years, Fall).

MATH-M 405 Number Theory (3 cr.) P: MATH-M 216. Numbers and their representation, divisibility and factorization, primes and their distribution, number theoretic functions, congruences, primitive roots, diophantine equations, quadratic residues, sums of squares, number theory and analysis, algebraic numbers, irrational and transcendental numbers. (Odd years, Spring)

MATH-M 406 Topics in Mathematics (3 cr.) Selected topics in various areas of mathematics that are not covered by the standard courses. May be repeated for credit. (Occasionally)

MATH-M 413 Introduction to Analysis I (3 cr.) P: MATH-M 301, and MATH-M 311, or consent of instructor. Modern theory of real number system, limits, functions, sequences

and series, Riemann-Stieltjes integral, and special topics. (Even years, Spring)

MATH-M 420 Metric Space Topology (3 cr.) P: MATH-M 301. Topology of Euclidean and metric spaces. Limits and continuity. Topological properties of metric spaces, including separation properties, connectedness, and compactness. Complete metric spaces. Elementary general topology. (Occasionally)

MATH-M 425 Graph (Network) Theory and Combinatorial Theory (3 cr.) P: MATH-M 301. Graph theory: basic concepts, connectivity, planarity, coloring theorems, matroid theory, network programming, and selected topics. Combinatorial theory: generating functions, incidence matrices, block designs, perfect difference sets, selection theorems, enumeration, and other selected topics. (even years, Fall)

MATH-M 436 Introduction to Geometries (3 cr.) P: MATH-M 391 or its equivalent. Non-Euclidean geometry, axiom systems. Plane projective geometry, Desarguesian planes, perspectivities coordinates in the real projective plane. The group of projective transformations and subgeometries corresponding to subgroups. Models for geometries. Circular transformations. (Occasionally)

MATH-M 451 The Mathematics of Finance (3 cr.) P: MATH-M 311 and MATH-M 366. R: Math-M 343. Course covers probability theory, Brownian motion, Ito's Lemma, stochastic differential equations, and dynamic hedging. These topics are applied to the Black-Scholes formula, the pricing of financial derivatives, and the term theory of interest rates. Course topics match portions of Exam IFM of the Society of Actuaries. (Odd years, Spring)

MATH-M 463 Introduction to Probability Theory (3 cr.) P: MATH-M 301, and MATH-M 311, or consent of instructor. Idealized random experiments, conditional probability, independence, compound experiments. Univariate distributions, countable additivity, discrete and continuous distributions, Lebesgue-Stieltjes integral (heuristic treatment), moments, multivariate distribution. Generating functions, limit theorems, normal distribution. (Occasionally)

MATH-M 469 Applied Statistical Techniques (3 cr.) P: MATH-M 366. Linear regression, multiple regression, applications to credibility theory, time series and ARIMA models, estimation, fitting, and forecasting. This course covers the Applied Statistics portion of the Society of Actuaries VEE requirements and portions of Exam SRM of the Society of Actuaries. (Odd years, Fall)

MATH-M 477 Mathematics of Operations Research (3 cr.) P: MATH-M 301, MATH-M 311, MATH-M 360. Introduction to the methods of operations research. Linear programming, dynamic programming, integer programming, network problems, queuing theory, scheduling, decision analysis, simulation. (Odd years, Fall)

MATH-M 483 Historical Development of Modern Mathematics (3 cr.) P: MATH-M 301, MATH-M 311, and at least 3 additional credit hours in mathematics at the 300 level or above. The development of modern mathematics from 1660 to 1870 will be presented. The emphasis is on the development of calculus and its ramifications and the gradual evolution of mathematical thought from mainly computational to mainly conceptual. (Occasionally)

MATH-M 485 Life Contingencies I (3 cr.) P: MATH-M 320 and MATH-M 360. Measurement of mortality, life annuities, life insurance, net annual premiums, net level premium reserves, the joint life and last- survivor statuses, and multiple-decrement tables. Course topics match portions of Exam LATM of the Society of Actuaries. (Even years, Spring)

MATH-M 486 Life Contingencies II (3 cr.) P: MATH-M 485. Population theory, the joint life status, last- survivor and general multilife statuses, contingent functions, compound contingent functions, reversionary annuities, multiple-decrement tables, tables with secondary decrements. This course covers portions of Society of Acutaries Exam MLC. (Occasionally)

MATH-M 493 Senior Thesis in Mathematics (3 cr.) P: At least one 400-level mathematics course. Student must write and present a paper, relating to 400-level mathematics study, on a topic agreed upon by the student and the department chair or advisor delegated by the chair.

MATH-T 101 Mathematics for Elementary Teachers I (3 cr.) P: Level MA103 on Placement Exam, or at least a C in MATH-A 100. Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Open only to elementary education majors. Does not count toward arts and sciences distribution requirement. (Fall, Spring)

MATH-T 102 Mathematics for Elementary Teachers II (3 cr.) P: MATH-T 101. Sets, operations, and functions. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics. Open only to elementary education majors. Does not count toward arts and sciences distribution requirement. (Spring, Summer)

MATH-T 103 Mathematics for Elementary Teachers III (3 cr.) P: MATH-T 102. Descriptions and properties of basic geometric figures. Rigid motions. Axiomatics. Measurement, analytic geometry, and graphs of functions. Discussion of modern mathematics. Open only to elementary education majors. Does not count toward arts and sciences distribution requirement. (Fall, Summer)

MATH-T 336 Topics in Euclidean Geometry (3 cr.) P: MATH-M 391. Axiom systems for the plane; the parallel postulate and non-Euclidean geometry; classical theorems. Geometric transformation theory vectors and analytic geometry; convexity; theory of area and volume. (Even years, Fall)

MATH-T 490 Topics for Elementary Teachers (3 cr.) P: MATH-T 103. Development and study of a body of mathematics specifically designed for experienced elementary teachers. Examples may include probability, statistics, geometry, and algebra. Open only to graduate elementary teachers with permission of the instructor. Does not count toward arts and sciences distribution requirement. (Occasionally)

MATH-T 493 Mathematics of Middle and High School, Advanced Perspective (3 cr.) P: Junior or senior standing in mathematics education or consent of instructor. Team-taught capstone course for mathematics

education majors. Mathematics of grades 6-12 and methods of instruction. Topics explored from a college perspective. (Occasionally)

MATH-T 601 Topics in Alegbra (3 cr.) 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.) 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.) 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 Applications (3 cr.) 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.) This course will cover graduate-level knowledge of key concepts of probability/statistics.

MATH-Y 398 Internship in Professional Practice (3 cr.) P: Approval of Department of Mathematics. Professional work experience involving significant use of mathematics or statistics. Evaluation of performance by employer and Department of Mathematics. Does not count toward requirements.

MHHS-M 301 Perspectives on Health, Disease and Healing (3 cr.) This course utilizes the perspectives of humanities and social science disciplines to provide students with a broader understanding of the many facets of health and disease, suffering and dying as well as the art and science of healing.

MHHS-M 495 Independent Project/Seminar in Medical Humanities and Health Studies (3 cr.) P: MHHS-M 301. A seminar or research project on a subject in medical humanities and health studies.

MIL-G 101 Introduction to Military Science (1 cr.) Examines the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management related to leadership, officership, and the Army profession. Course Information: Open to all students and enrollment does not require a commitment to join the US Army. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture-Discussion.

MIL-G 102 Foundations in Leadership (1 cr.) Provides an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills and actions in the context of practical, hands-on and interactive exercises.

MIL-G 201 Innovative Tactical Leadership (2 cr.) Students will explore the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercise. Cadets practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercise. Leadership labs, physical training sessions, and weekend field training exercise are optional, but available to those looking for more out of their college experience.

MIL-G 202 Leadership in Changing Environments (2 cr.) This course examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constant changing world are highlighted and applied to practical Army leadership tasks and situations.

MIL-G 225 American Military Strategy (2 cr.) Students will study American warfare from the colonial period to the present. The course will provide students with valuable insights into the reasons why Americans engaged in warfare, the actual strategy and tactics of campaigns and battles, and the results of the various conflicts. Open to all students.

MIL-G 290 Independent Study (3 cr.) P: Approval of the department. Intensive research and study of selected topics. Course Information: May be repeated to a maximum of 6 hours. Students may register in more than one section per term. A practical laboratory may be required.

MIL-G 301 Adaptive Team Leadership (3 cr.) This course prepares cadets for success at the Leadership Development and Assessments course and as Army officers. Opportunities to lead small teams and receive personal assessments make up the leadership development program. Instruction in troop leading procedures and operations orders is emphasized.

MIL-G 302 Leadership Under Fire (3 cr.) Use intense situational leadership challenges to prepare for the ROTC Leader Development Assessment course, build awareness and skills in leading small units. Skill sin decision-making, persuading, and motivating team members when "under fire" are explored, evaluated and developed. Leadership labs, physical training and a weekend field training exercise are mandatory course requirements.

MIL-G 401 Developing Adaptive Leaders (3 cr.) Develop proficiency in planning, executing, and assessing complex operations; functioning as a staff member; and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions and provide coaching to fellow ROTC cadets. Leadership labs, physical training, and a week field training exercise are mandatory requirements.

MIL-G 402 Leadership in a Complex World (3 cr.) P: MIL-G 101, MIL-G 102, MIL-G 201, MIL-G 202, MIL-G 301, MIL-G 302, MIL-G 401 or attendance at the Leader Assessment Development Course (LDAC) and approval of the department. Students will learn about aspects of interacting with non-government organizations, civilians on the battlefield and host nation support as well as staff operations and problem solving in a complex environment. Contact the Military Science Department for more details.

To be properly registered, students must be enrolled in one Laboratory and one Lecture-discussion.

MUS-J 100 Ballet (2 cr.) Introductory course: open to all students. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Occasionally)

MUS-J 200 Ballet (secondary) (2 cr.) For students wanting to study ballet as a related field but not as a major. Beginners' sections open to all students. Open to intermediate and advanced students with consent of instructor. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Occasionally)

MUS-J 210 Jazz Dance (2 cr.) A study of dance and dance attitudes using rhythms based on music primarily with a jazz tempo and jazz form. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Occasionally)

MUS-L 101 Beginning Guitar (2 cr.) This course is intended as an introduction to techniques employed in contemporary guitar styles. This will involve learning basic open and bar chords, learning how to read music and play it on the instrument and learning basic guitar finger style techniques. The course will also cover basic music theory necessary for a) playing songs and b) getting basic fret board knowledge. No previous experience required.

MUS-M 174 Music for the Listener I (3 cr.) How to listen to music; art of music and its materials; instruments and musical forms. (Fall, Spring)

MUS-M 333 Survey of Hip Hop Music and Culture (3 cr.) This course explores the musical, artistic, visual, and political genre of hip-hop culture since its initial foundation in the 1970s as a manifestation of the African-American cultural aesthetic that has since grown into a worldwide movement. Topics covered include an examination of each component that makes up hip-hop culture: rap, breakdancing, tagging, and the spoken word. Because this unique genre is consistently expanding and evolving, this course enables students to think critically and academically about hip-hop culture by studying its historical, social, and artistic significance as well as examining its overall place in American and global society.

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. (Fall)

MUS-P 100 Piano Elect/Secondary (2 cr.) An elective course designed to provide private instruction in piano at each student's level. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Fall, Spring)

MUS-V 100 Voice (2 cr.) An elective course designed to provide instruction in voice at each student's level. May be repeated once more for credit. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Occasionally)

MUS-Z 103 Special Topics in Music (3 cr.) (Occasionally)

MUS-Z 201 History of Rock and Roll Music (3 cr.) A survey of the major trends, styles, and genres of rock music from the earliest recordings to the present day, focusing on the work of the artist and groups who have proven to be of the most enduring significance. (Fall, Spring)

NURS-A 190 Learning Strategies in Nursing (1-3 cr.) The focus of this course is to assist nursing students in strengthening essential learning skills necessary for academic success. Students will develop skills in performing nursing drug dosage calculations, reading nursing texts and reference books, writing nursing papers, studying for and taking nursing tests. Principles of lifelong learning, self-direction, and critical thinking are used to guide course content and evaluation. (Summer)

NURS-B 215 Nutrition for Health Professionals (3 cr.) Emphasis on nutritional needs and eating habits throughout the life span. Discusses the classification, functions, and food sources of the nutrients; the components of a balanced diet; the process by which the body utilizes food; and nutritional concerns of various cultures. (Fall and Summer)

NURS-B 220 Professional Nursing and Healthcare (4 cr.) P: NURS-A 190 or majoring in NON NURS BACC to BSN. An overview of the foundations, complexity, and interdisciplinary nature of professional nursing practice. This course introduces students to the roles of the professional nurse and other members of the health care team, and to the systems in which care is delivered. Students will learn communication skills necessary for the practice of nursing including self-awareness, teaching and learning, interpersonal and interprofessional communication, and collaboration. Students are introduced to concepts of scope of practice, ethics, leadership, and professionalism in preparation for practice. (Summer, Fall)

NURS-B 221 Introductory Clinical Practicum Experience in Nursing (1 cr.) P: NURS-A 190 or majoring in NON NURS BACC to BSN. This course will provide a foundation for all future clinical experiences introducing the student to their role in facilities and clinical groups. Students will conduct guided observations in health care settings and then participate in various activities to reflect on their experiences. Areas of focus include roles of health care team members; communication patterns, tools and effectiveness; facility, work unit, professional role and individual culture; collaboration, and contributions of various health care team members. Students will explore how patients and other healthcare team members view nursing and health care. (Summer, Fall)

NURS-B 230 Developmental Issues and Health (4 cr.) P: NURS-A 190 This course focuses on the theoretical perspectives of growth and development, family theories, and family adaptation at different stages, and usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues and their impact on health phenomena of interest to nursing. (Fall)

NURS-B 234 Promoting Healthy Populations (3 cr.) P: NURS-A190 or majoring in NON NURS BACC to BSN. This course focuses on preventative health care and health promotion in individual families and communities, considering the influence of cultural and lifespan development. Using biophysical, environmental,

sociocultural, and economic determinants of health, students focus on improving health outcomes with individuals, families and communities. (Summer, Fall)

NURS-B 248 Science and Technology of Nursing (4 cr.) P: CHEM-C 110; PHSL P261, PHSL P262, B230 (or majoring in NON NURS BACC to BSN), B234; B220, B221. C: NURS-B 249 This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span. (Spring, Summer)

NURS-B 249 Science and Technology of Nursing: Practicum (3 cr.) P: CHEM-C 110; PHSL P261, PHSL P262, B230 (or majoring in NON NURS BACC to BSN), B234; B220, B221. C: NURS-B 248 Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span. (Spring, Summer)

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) P: PHSL-P261 and 262, CHEM-C110 This course provides a foundation in the pathophysiology of key disease process 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 diseases with an application to nursing practice. (Spring)

NURS-B 304 Health Policy: RN BSN (3 cr.) P: RNBSN Consortium Online Program; C: B331. 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 on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice: RN BSN (3 cr.) P: RNBSN Consortium Online Program. This course must be taken in the first term for RN BSN students. This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine intra and inter 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. This fully online course focuses on issues related to professional practice, theory development and use, professional organization participation, service, continuing education, autonomy and accountability.

NURS-B 344 Comprehensive Nursing Health Assessment: RN BSN (3 cr.) P: RNBSN Consortium Online Program; C: B331 This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 403 Aging with Dignity: RN BSN (3 cr.) P: RNBSN Consortium Online Program; C: B331 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.

NURS-B 404 Informatics: RN BSN (3 cr.) P: RNBSN Consortium Online Program; C: B331. 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-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 Assessment of Individuals, Families, and Communities (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. (Summer)

NURS-F 578 Primary Health Care of Families - Clinical (6 cr.) Enables the F.N.P. student to develop a practical 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.

NURS-F 580 Primary Care (PC) I: Acute Illness Processes (3 cr.) Theory-guided, evidence-based advanced nursing practice approaches to health promotion and common acute illness processes of individuals across the lifespan within primary care are examined. Individual health-illness processes are applied within the context of family and community.

NURS-F 581 Primary Care (PC) II: Acute and Stable Chronic Illness Processes (3 cr.) Theory-guided, evidence based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care are examined 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.

NURS-F 582 Primary Care (PC) III: Chronic and Complex Illness Process (3 cr.) Theory-guided, evidence based advanced nursing practice approaches to chronic and complex illness processes of individuals across the lifespan within primary care are examined. Individual health-illness processes are applied within the context of health promotion for the family and the community.

NURS-F 585 Advanced Health Assessment Across the Lifespan (3 cr.) C: NURS-F 570 This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and the older adult. In addition, students develop skills in family and community assessment.

NURS-H 350 Topics in Contemporary Nursing Practice (1 cr.) P: NURS-B 220, 221, 230, 234, 248, 249 and 261 or majoring in (NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249 and 261) This course provides students an opportunity to analyze and discuss issues of salience to contemporary professional nursing practice. Topics will vary and may include role of state boards of nursing in protecting public health and safety, health policy, global health issues, interprofessional collaboration, professional work environments, and/or professional development/lifelong learning. (Fall, Spring)

NURS-H 355 Data Analysis Practice and Research: RN BSN (3 cr.) P: RNBSN Consortium Online Program; NURS B331. C: NURS B331. 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.

NURS-H 368 Nursing Care of Childbearing Families (3 cr.) P: BIOL-M 200; NURS-B 220, 221, 230 234, 248, 249 and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249 and 261. C: NURS-H 369. This course focuses on family-centered nursing care of childbearing women and newborns. It includes an overview of various health issues related to the female from puberty to menopause, pregnancy care, labor and birth, and postpartum care (normal and complicated pregnancies) as well as health issues of newborns. (Fall, Spring)

NURS-H 369 Nursing Care of Childbearing Families: Clinical (1 cr.) P: BIOL-M 200. C: NURS-H 368. Clinical component of nursing care for the pregnant, laboring, and birthing woman and newborn with a focus on family-centered care. (Fall, Spring)

NURS-H 372 Concepts in Mental Health across the Lifespan (3 cr.) P: NURS-B 220, 221, 230 234, 248, 249 and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249 and 261. C: NURS-H 373. This course focuses on select mental health and mental illness concepts that are encountered in individuals across the lifespan. By applying these concepts to prevalence-based exemplars, students will learn care management strategies aimed at mental health promotion/ mental illness prevention, treatment of human responses to mental health disorders, or rehabilitation of individuals with chronic mental health disorders. This course will include application of therapeutic communication techniques with individuals who are experiencing mental health disorders and managing the unique safety issues related to people with mental health disorders. (Fall, Spring)

NURS-H 373 Concepts in Mental Health across the Lifespan Practicum (1 cr.) P: BIOL-M 200, NURS-B 220, 221, 230 234, 248, 249 and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249 and 261). C: NURS-H 372. This course focuses on the application of select mental health and mental illness concepts from the Mental Health Concepts Across the Lifespan didactic course. Students will continue to develop and apply clinical reasoning skills to the care of individuals and groups across the lifespan. In addition, students will develop skills related to safe management of the therapeutic milieu. (Fall, Spring)

NURS-H 380 Health Concepts across the Lifespan I (3 cr.) P: BIOL-M 200; NURS-B 220, B230, 221, 234, 248, 249 and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248,, 249, and 261. C: NURS-H 381. This course focuses on select health and illness concepts encountered in individuals across the lifespan. By applying these concepts to prevalence-based exemplars, students will learn care management strategies aimed at health promotion, treatment of human responses to illness, or restoration of health. This course builds on concepts discussed in introductory nursing courses. (Fall)

NURS-H 381 Health Concepts across the Lifespan I Practicum (2 cr.) P: BIOL-M 200; NURS-B 220, 221, 230,234, 248, 249 and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249 and 261. C: NURS-H 380. This course focuses on the application of select health and illness concepts from NURS-H 380. Students will continue to develop and apply clinical reasoning skills to the care of individuals across the lifespan. (Fall)

NURS-H 390 Health Concepts across the Lifespan II (3 cr.) P: NURS-B 220, B230 221, 234, 248, 249 and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249 and 261. C: NURS-H 391 Students will continue the study of health and illness concepts and their application to increasingly complex, prevalence-based exemplars. Acute and chronic care management across the lifespan is explored. (Spring)

NURS-H 391 Health Concepts across the Lifespan II Practicum (2 cr.) P: BIOL-M 200; NURS-B 220, 221, 230, 234, 248, 249 and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249 and 261. C: NURS-H390. This course focuses on the application of select health and illness concepts from NURS-H390. Students will further refine clinical reasoning skills to manage increasingly complex care of individuals across the lifespan with acute and chronic illness. (Spring)

NURS-I 630 Introduction to Nursing Informatics (3 cr.) Includes theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards, system architecture, and networking; evaluation; and ethical/social issues in healthcare informatics. (Spring)

NURS-K 301 Complementary Health: RN BSN (3 cr.) P: RNBSN Consortium Online Program; C: B331. This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine

each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 305 New Innovations in Health and Health Care: RN BSN (3 cr.) P: RNBSN Consortium Online Program; C: B331. 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.

NURS-K 310 Self Management and Health Promotion (RN-BSN) (3 cr.) P: RNBSN Consortium Online Program; C: B331. This course explores self-management and health promotion based on the Eight Dimensions of Wellness. This course will unfold as modules, each focusing on a dimension of wellness. Students will examine occupational wellness, social wellness, financial wellness, physical wellness, emotional wellness, environmental wellness, spiritual wellness, and intellectual wellness.

NURS-K 434 Current Trends in Global Health Nursing: RNBSN (3 cr.) P: RNBSN Consortium Online Program; NURS B331. C: NURS B331. 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-L 530 Legal Environment of Healthcare (3 cr.) Develop the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. (Fall)

NURS-L 574 Administrative Management in Nursing (3 cr.) 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 (3-6 cr.) P: NURS-L 530, NURS-L575, NURS-L671, NURS-L596. A practicum experience designed for synthesis of theory and practice. Agency involvement and activities are planned individually.

NURS-L 596 Seminar in Health Systems Leadership (3 cr.) Provides students with opportunities to explore the impact of contemporary topics confronting current and future health system leaders. Emphasis is placed on the interaction of theory and research on leadership practice. (Summer)

NURS-L 671 Financial Management (3 cr.) Designed to acquaint nurses with budget preparation and fiscal management of a nursing unit or division. Methods of obtaining personnel input, estimating costs, and cost justification are analyzed.

NURS-L 679 Nursing Administration Practicum (3 cr.) Must be taken in the last semester of the MSN program. A practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. (Fall)

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses organizational and leadership knowledge and skills required to advance health outcomes and influence policy. Key leadership issues and challenges affecting advanced practice nurses will be examined and effective leadership and advocacy skills will be applied.

NURS-P 345 Pharmacology: RN BSN (3 cr.) P: RNBSN Consortium Online Program; C: B331. 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 (3 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. (Spring)

NURS-R 375 Nursing Research and Evidence-based Practice (3 cr.) P: ENG-W 231; PSY-K 300; NURS-B 220, 221, 230, 234, 248, 249, and 261 or majoring in NON NURS BACC to BSN and NURS-B 220, 221, 234, 248, 249, and 261. 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. This is a designated intensive writing course.(Fall, Spring, Summer)

NURS-R 375 Nursing Research and Evidence-based Practice: RN BSN (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. (Fall, Spring, Summer)

NURS-R 470 Clinical Baccalaureate Nursing Capstone: RN BSN (3 cr.) P: RNBSN Consortium Online Program; B331. This course must be taken in the final term for RN BSN students. This course allows students to synthesize knowledge and 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 Methods (3 cr.) This course emphasizes using research for decision making in the delivery of quality evidence-based health care. Emphasis is placed on identifying problems and searching, appraising, and synthesizing evidence for application or generating new knowledge using research

methods. Strategies for disseminating findings across interprofessional contexts are examined.

NURS-R 505 Measurement and Data Analysis (3 cr.) Principles and applications of scientific measurement, data summarization, inferential statistics, and practical derivations of the general linear model. Considers the research purpose and the phenomenon under study as determinants of measurement techniques and data analysis. (Occasionally)

NURS-R 535 Emergency Preparedness and Disaster Response (3 cr.) This course focuses on the theoretical and practical perspective 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. (Occasionally)

NURS-R 590 Scholarly Project (3 cr.) P: NURS-R 500. This guided experience will build your skills in identifying a researchable nursing problem, and developing and implementing a research proposal or Evidence Based Practice Project. (Spring)

NURS-S 410 Emergency Preparedness and Disaster Response: RN to BSN (3 cr.) P: B331 This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Through the use of case studies and practical examples, 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.) P: RNBSN Consortium Online Program; B331 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 a interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 430 Health Concepts across the Lifespan III (3 cr.) P: H350, H380, H381, H390, H391, H368, H369, H372, H373, R 375. C: NURS-S 431. This course is a continuation of Health Concepts Across the Lifespan I and II. Health and illness concepts are applied to complex, multisystem exemplars that require students to apply knowledge learned in all prior courses. Emphasis is on acute and chronic care management across the lifespan and multiple health care settings. (Fall, Spring)

NURS-S 431 Health Concepts across the Lifespan III Practicum (2 cr.) P: H350, H380, H381, H390, H391, H368, H369, H372, H373, R 375. C: NURS-S 430. This course focuses on the application of select health and illness concepts from NURS-S 430. Students will use clinical reasoning skills to manage care of individuals across the lifespan with increasingly complex, multisystem health problems. (Fall, Spring)

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.) P: H350, H380, H381, H390, H391, H368, H369, H372, H373, R 375. C: NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political economic issues in local and global communities, the student will be able to determine effective interventions for community-centered care. (Spring, Summer, Fall)

NURS-S 473 Health of the Community: Practicum (2 cr.) C: NURS-S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community. (Spring, Summer, Fall)

NURS-S 474 Applied Healthcare Ethics: RN BSN (3 cr.) Building on the ANA Code of Ethics for Nurses, 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 of ethical dilemmas are applied.

NURS-S 474 Applied Healthcare Ethics: RN to BSN (3 cr.) Building on the ANA Code of Ethics for Nurses, 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 of ethical dilemmas are applied.

NURS-S 475 Community Health: RN BSN (3 cr.) P: RNBSN Consortium Online Program; B33. 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.

NURS-S 481 Nursing Management (3 cr.) P: H350, H380, H381, H390, H391, H368, H369, H372, H373, R 375. C: NURS-S 482. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems. (Fall, Spring)

NURS-S 482 Nursing Management: Practicum (1 cr.) P: H350, H380, H381, H390, H391, H368, H369, H372, H373, R 375. C: NURS-S 481. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles. (Fall, Spring)

NURS-S 483 Clinical Nursing Practice Capstone (4 cr.) P: H350, H380, H381, H390, H391, H368, H369, H372, H373, R 375. Student will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Student 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. (Fall, Spring).

NURS-S 485 Professional Growth and Empowerment (3 cr.) P: NURS-H 372, 373, 380, 381, 350, 368, 369, 390, 391 and R 375. Enrollment permitted in final semester of BSN program. Must be taken in last semester. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning. (Spring/Fall)

NURS-S 487 Nursing Management: RN BSN (3 cr.) P: RNBSN Consortium Online Program; B331. 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.

NURS-T 615 Nursing Curriculum (3 cr.) 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.) Focus is on the integration of the concepts and processes of evaluation and evaluation into a nursing education framework.Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

NURS-T 619 Computer Technologies for Nursing Educators (3 cr.) Provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process.

NURS-T 670 Teaching for Nursing (3 cr.) Seminar and guided experiences in teaching of nursing, including planning, developing, implementing and evaluating classroom and clinical instruction.

NURS-T 679 Nursing Education Practicum (3 cr.) Must be taken in the last semester of the MSN program. A practicum experience designed for application, demonstration and synthesis of theory and competencies related to the role of the nurse educator.

NURS-Y 515 Pathophysiology Across the Lifespan (3 cr.) This course teaches students advanced principles of human physiology and pathophysiology across the lifespan. It explores the physiological manifestation and clinical presentation of disease processes in preparation for advanced nursing practice. Graduate students learn to differentiate between normal and abnormal human physiology and the clinical data necessary to identify abnormal pathogenesis and disease processes.

NURS-Y 612 Pharmacology for Nurse Practitioners (3 cr.) This course provides a basis for understanding the use of pharmacotherapetuic agents for clients across the life span. The course builds upon the pharmacologic knowledge based acquired at the bachelor's level in nursing.

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. (Ocassionally)

NURS-Z 492 Individual Study in Nursing (1-6 cr.) Requires consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member. (Occasionally)

PBHL-P 102 Introduction to Careers in Health and Human Services (3 cr.) This course is designed to introduce freshmen students to college life in general, and preparation for study in helath and human services programs specifically. Students will be introduced to the various available programs, admissions requirements, behavioral expectations, and resources available to help them be successful.

PBHL-P 201 Introduction to Public Health in the Urban Environment (3 cr.) Course exposes students to public health principles, and their application in an urban context. Topics include the population health approach, environmental health and justice, social and behavioral sciences, public health preparedness, healthcare structures and policy. Students will be introduced to the roles and functions of public health science and practice (Fall/Spring).

PHIL-F 116 First Year Seminar (3 cr.) This class is an introduction to life at Indiana University Northwest, the value of a college degree, and success as a college student. In this class, you will explore color topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, there is a component where students will study a theme or topic in philosophy as part of the coursework. (Fall, Spring)

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. (Fall, Spring, Summer I and II)

PHIL-P 117 Atheism and the Question of God's Existence (3 cr.) Explores the central arguments, concepts, and responses surrounding atheism and agnosticism. Topics include an examination of the arguments supporting theism, deductive and inductive atheology, and the existence of evil, faith, miracles, and morality. (Annually)

PHIL-P 125 Death, Immortality, and Meaning (3 cr.) Philosophical questions surrounding death with a focus on four main areas: the sense in which death can be said to be bad for the person who dies, the identity of the human person, the form that immortality could take (if it is at all possible), and the ways in which our attitudes towards death influence our conception of the meaning of life. (Occasionally)

PHIL-P 135 Introduction to Phenomenology and Existentialism (3 cr.) Existentialism as a philosophical movement founded on phenomenology. Philosophical themes and their development, applications, or exemplifications in existentialist literature. Course presupposes no particular knowledge of philosophy. Readings from some or all of the following: Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre. (Occasionally)

PHIL-P 140 Introduction to Ethics (3 cr.) Some ancient, medieval, or modern philosophers' answers to ethical problems (e.g., nature of good and evil, relation of duty to self-interest, objectivity of moral judgments). (Fall, Spring, Summer I and II)

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the evaluation of arguments. Not a prerequisite for PHIL-P 250. (Fall, Spring, Summer I and II)

PHIL-P 200 Problems in Philosophy (3 cr.) A study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to engage interests unmet in the regular curriculum. May be repeated with a different topic for a maximum of 6credit hours. (Occasionally)

PHIL-P 201 Ancient Greek Philosophy (3 cr.) Selective survey of ancient Greek philosophy (Pre-Socratics, Plato, Aristotle). (Occasionally)

PHIL-P 206 Philosophy of Religion (3 cr.) A survey of the main topics in the philosophy of religion, such as arguments for or against the existence of God, divine attributes, the problem of evil, miracles, immortality, and the connection between religion and morality. (Occasionally)

PHIL-P 211 Modern Philosophy: Descartes through Kant (3 cr.) P: 3 credit hours of philosophy. Selective survey of seventeenth- and eighteenth-century philosophy, including some or all of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant. (Occasionally)

PHIL-P 246 Introduction to Philosophy and Art (3 cr.) Introduction to the philosophical study of art and the relationship between art and philosophy. Topics include the nature of a work of art, the role of emotions in art, the interpretation and appreciation of art, and the way philosophy is expressed in art. (Annually)

PHIL-P 250 Introductory Symbolic Logic (3 cr.) Propositional logic and first-order quantificational logic. (Occasionally)

PHIL-P 301 Medieval Philosophy (3 cr.) P: 3 credit hours of philosophy. A survey, including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Duns Scotus, Ockham, and Nicholas of Cusa. (Occasionally)

PHIL-P 304 Nineteenth-Century Philosophy (3 cr.) P: 3 credit hours of philosophy. Selective survey of postKantian philosophy including Hegel, Marx, Kierkegaard, Mill. (Occasionally)

PHIL-P 306 Business Ethics (3 cr.) A philosophical examination of ethical issues that 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. (Fall, Spring, Summer I and II)

PHIL-P 310 Metaphysics (3 cr.) P: 3 credit hours of philosophy. Topics such as existence, individuation, contingency, universals and particulars, monism-pluralism, Platonism-nominalism, idealism-realism. (Occasionally)

PHIL-P 316 Twentieth-Century Philosophy (3 cr.) A survey of representative philosophical approaches to problems of the present age, such as pragmatism, process and analytic philosophy, phenomenology, existentialism, neo-Marxism, and non-Western philosophy. (Occasionally)

PHIL-P 335 Phenomenology and Existentialism (3 cr.) P: 3 credit hours of philosophy. Selected readings from Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre, and others. (Occasionally)

PHIL-P 339 Contemporary Issues in Human Rights (3 cr.) This course examines human rights. Using the International Bill of Human Rights, concepts such as "dignity" and "respect" are applied directly to the local level. One objective is to link disagreement over rights and corresponding duties with differences in perception. Furthermore, accountability-securing measures are assessed in connection with failed state theory. (Occasionally)

PHIL-P 342 Problems of Ethics (3 cr.) P: 3 credit hours of philosophy May concentrate on a single large problem, such as whether utilitarianism is an adequate ethical theory or several more or less independent problems, such as the nature of goodness and the objectivity of moral judgments. (Occasionally)

PHIL-P 343 Classics in Social and Political Philosophy (3 cr.) P: 3 credit hours of philosophy Readings from Plato and Aristotle to Hobbes, Locke, Hegel, and Marx. Topics include the ideal state, the nature and proper ends of the state, natural law and natural rights, the social contract theory, and the notion of community. (Occasionally)

PHIL-P 346 Philosophy and Art (3 cr.) Selected philosophical problems concerning art and art criticism. Topics such as the definition of art, expression, representation, style, form and content, and the aesthetic and the cognitive. (Occasionally)

PHIL-P 360 Introduction to Philosophy of Mind (3 cr.) P: 3 credit hours of philosophy Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); and the mind-body problem (e.g., dualism, behaviorism, materialism). (Occasionally)

PHIL-P 383 Topics in Philosophy (variable title) (3 cr.) An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to engage interests unmet in the regular curriculum. (Occasionally)

PHIL-P 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice; for instance, abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery. (Fall, Spring, Summer I and II)

PHIL-P 490 Readings in Philosophy (1-3 cr.) P: consent of instructor Intensive study of selected authors, topics, and problems. (Occasionally)

PHSL-P 130 Human Biology (4 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology and emphasizes related social problems. (Fall, Spring, Summer)

PHSL-P 261 Human Anatomy and Physiology I (4 cr.) P: BIOL-L 100, PHSL-P 130, or the equivalent, or combined SAT of 700+. Introduction to basic structure and function of the human body, including laboratory studies in gross anatomy, histology, and physiology. Topics are cellular anatomy and physiology; body tissues, and integument and the skeletal, muscle, endocrine, and nervous systems. (Fall, Spring)

PHSL-P 262 Human Anatomy and Physiology II (4 cr.) P: PHSL-P 261. Second semester topics are the circulatory, respiratory, urinary, digestive, and reproductive systems: fluid and electrolyte balance; and acid-base balance. (PHSL-P 261 and PHSL-P 262 cannot be used to fulfill the physiology requirement of biology majors.) (Fall, Spring, Summer I and II)

PHSL-P 263 Principles of Anatomy and Physiology—Special Topics (0.5-3 cr.) R: Consent of instructor. Study of selected topics in human anatomy and physiology as they relate to specific organ systems or functions. Topics vary by semester and correlate with material covered in PHSL-P 261 and PHSL-P 262. (Fall, Spring, Summer I, Summer II)

PHSL-P 417 Neurobiology (3 cr.) P: An introductory biology course and CHEM-C 106. Physiology of nerves and muscles including sensory receptors, peripheral and central processing of neural infrormation, coordination of motor output, and neurophysiological correlates of behavior. (Occasionally)

PHSL-P 431 Human Physiology (3 cr.) P: BIOL-L 211, CHEM-C 106, or equivalent; junior or senior status. R: BIOL-L 312 This is an introductory course in human physiology designed to introduce biology majors and preprofessional students to the function of the human body. Emphasis in on how organ systems work to maintain homeostasis, a constant internal environment, in response to variable external environmental conditions. Special considerations will be given to change in physiological states in health and disease. Course may be taken as lecture only or with a laboratory component. (even years, Spring)

PHYS-P 101 Physics in the Modern World I (4 cr.) Three lectures and one 1 1/2-hour laboratory period each week. Includes elements of classical physics and the ideas, language, and impact of physics today. Not open to students with credit in PHYS-P 100, PHYS-P 103, PHYS-P 151, PHYS-P 201, or PHYS-P 221. (Fall/Spring)

PHYS-P 201 General Physics I (5 cr.) P: MATH-M 125, MATH-M 126 or equivalent. Newtonian mechanics, wave motion, heat and thermodynamics, fluids. Application of physical principles to related scientific disciplines including life sciences. One discussion section, two lectures, and one two-hour laboratory period each week. Credit cannot be given for PHYS-P 201 and PHYS-P 221. (Fall)

PHYS-P 202 General Physics II (5 cr.) P: PHYS-P 201. Wave motion, electricity and magnetism, geometrical and physical optics, introduction to concepts of relativity, quantum theory, atomic and nuclear physics. One discussion section, two lectures, and one two-hour laboratory each week. Credit cannot be given for PHYS-P 202 and PHYS-P 222. (Spring)

PHYS-P 221 Physics I (5 cr.) P: MATH-M 216 or consent of instructor. First semester of a three-semester sequence intended for chemistry, mathematics, and physics majors. Newtonian mechanics, oscillations and waves, heat and thermodynamics. Lectures, discussion section, two-hour laboratory. Credit cannot be given for PHYS-P 201 and PHYS-P 221. (Fall)

PHYS-P 222 Physics II (5 cr.) P: PHYS-P 221. Second semester of a three-semester sequence. Primarily electricity, magnetism, and geometrical and physical optics. Lectures, discussion, and two-hour laboratory. Credit cannot be given for PHYS-P 202 and PHYS-P 222. (Spring)

PHYS-P 301 Physics III (3 cr.) P: PHYS-P 222. Third semester of three-semester sequence. Students from PHYS-P 202 who have taken or are now taking MATH-M 216 are also eligible for this course. Special theory of relativity; introduction to quantum theory; atomic, nuclear, solid state, and elementary particle physics. Two lecture periods. (Spring; alternate years)

PHYS-P 309 Intermediate Physics Laboratory (2 cr.) P: PHYS-P 202 or PHYS-P 222, MATH-M 216 or equivalent. Fundamental experiments in mechanics, electricity and magnetism, thermodynamics, optics, and modern physics. Emphasis is placed upon developing basic laboratory skills and data analysis techniques, including computer reduction and analysis of the data. (Spring or Summer)

PHYS-P 331 Theory of Electricity and Magnetism I (3 cr.) P: MATH-M 311 or MATH-M 313, PHYS-P 202 and PHYS-P 222 or consent of instructor. Electrostatic fields and differential operators, Laplace and Poisson equations, dielectric materials, steady currents, power and energy, induction, magnetic fields, scalar and vector potentials, Maxwell's equations. (Occasionally)

PHYS-P 340 Thermodynamics and Statistical Mechanics (3 cr.) P: PHYS-P 202 or PHYS-P 222. C: MATH-M 311 or MATH-M 313. Intermediate course, covering three laws of thermodynamics, classical and quantum statistical mechanics, and some applications. (occasionally)

POLS-F 116 First Year Seminar in Political Sciences (3 cr.) This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, there is a component where students will study a theme or topic in political science as part of the coursework (Fall, Spring).

POLS-Y 103 Introduction to American Politics (3 cr.) An introduction to the nature of politics and government and the dynamics of American politics. The course includes an analysis of the origin and nature of the American federal system, its political party base, and its major institutions. (Fall, Spring and Summer)

POLS-Y 105 Introduction to Political Theory (3 cr.) Perennial problems of political philosophy, including relationships between rulers and the ruled, nature of authority, social conflict, character of political knowledge, and objectives of political action. (Occasionally)

POLS-Y 107 Introduction to Comparative Politics (3 cr.) Examines countries around the world to investigate fundamental questions about politics. Topics include democratic development, promotion of economic prosperity, maintenance of security, and management of ethnic and religious conflict. Critical thinking skills encouraged. Cases for comparison include advanced industrialized democracies, communist and former communist countries, and developing countries. (Occasionally)

POLS-Y 109 Introduction to International Relations (3 cr.) Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organization, major international issues. (Occasionally)

POLS-Y 163 Politics and Religion (3 cr.) This is an introductory course that will cover religion in the U.S. political system from the legal, historical, social, and political perspectives. This includes an analysis of the relationship between church and state, the impact of religion on major dimensions of politics in the U.S. and the impact of religion on major elements of our society. (Occasionally)

POLS-Y 200 Contemporary Political Topics (3 cr.) An extensive analysis of selected contemporary political problems. Topics vary from semester to semester and are listed in the Schedule of Classes. (Occasionally)

POLS-Y 205 Elements of Political Analysis (3 cr.) An introduction to the major approaches to and techniques of the systematic study of politics. Includes an introduction to the analysis of quantitative data. Required for majors. (Spring)

POLS-Y 301 Political Parties and Interest Groups (3 cr.) A presentation of the nature of political parties, social movements, and interest groups and their relationship to the process of representation. The course also includes a discussion of the structure and organization of and membership in these groups. Theories about political party activity and behavior are also evaluated. (Occasionally)

POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.) Examines public bureaucracy, with special emphasis upon the United States as a political phenomenon engaging in policy-making and in the definition of the terms of policy issues. Considers the role of bureaucratic instruments in promoting social change and in responding to it. (Occasionally)

POLS-Y 303 Formation of Public Policy in the United States (3 cr.) An analysis of the processes and institutions involved in the formation of public policy with emphasis on Congressional policy-making, oversight, fiscal control, and political setting. (Occasionally)

POLS-Y 304 American Constitutional Law I (3 cr.) A study of the nature and function of law and the judicial process. An analysis of selected Supreme Court decisions interpreting the U.S. Constitution. (Fall)

POLS-Y 305 American Constitutional Law II (3 cr.) A further study of the nature and function of law and the judicial process with an analysis of other important selected Supreme Court decisions interpreting the U.S. Constitution. (Occasionally)

POLS-Y 307 Indiana State Government and Politics (3 cr.) A study of the constitutional foundations, political development, organization, accomplishments, and current problems of Indiana government. (Occasionally)

POLS-Y 308 Urban Politics (3 cr.) An analysis of political behavior in modern American urban communities. The course emphasizes the impact of municipal organization, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes. (Occasionally)

POLS-Y 312 Workshop in State and Local Government (3 cr.) An intensive study of administration problems such as financial administration, public health, and welfare. (Occasionally)

POLS-Y 316 Public Opinion and Political Participation (3 cr.) A study of the nature of public opinion and its impact on major domestic and foreign policy issues, of mass political ideology, of voting behavior and other forms of political participation, and of political culture. (Occasionally)

POLS-Y 318 The American Presidency (3 cr.) An analysis of the development of the Presidency and its relationship to the American political system. The course also offers a study of presidential personalities and roles, with emphasis on political leadership, and of problems of the contemporary Presidency. (Spring)

POLS-Y 319 The United States Congress (3 cr.) A study of the role of Congress in American national politics with emphasis on constitutional powers, organization, historical development, reform, Congressional-executive relations, policy-making, oversight, and fiscal control. (Fall)

POLS-Y 335 Western European Politics (3 cr.) Development, structure, and functioning of political systems, primarily in France, Italy, and Germany. Political dynamics of European integration. (Fall)

POLS-Y 360 United States Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of American foreign policy. The course also offers an overview of major post-World War II U.S. foreign policies. (Fall)

POLS-Y 362 International Politics of Selected Regions (3 cr.) The region studied will vary with the instructor and the year. However, Latin America is often the region

selected. Current information may be obtained from the Political Science faculty. (Every other Spring)

POLS-Y 366 Current Foreign Policy Problems (3 cr.) An analysis of foreign policy issues and options facing the United States. Such issues and options may include totalitarianism, imperialism, terrorism, containment, diplomacy, preventive actions, and others. (Occasionally)

POLS-Y 372 The Analysis of International Politics (3 cr.) An analysis of the nature and attributes of the nation-state and of international systems. The course also includes an analysis of nationalism, imperialism, the causes of war, sovereignty, international law, international organizations, and major international issues. (Fall)

POLS-Y 373 The Politics of Terrorism (3 cr.) Examines the definition, history, logic, and political implications of terrorism. (Spring)

POLS-Y 381 Classical Political Thought (3 cr.) This course is not a history of political theory, per se. Rather, it is an intensive study of selected works in ancient and medieval political philosophy including Plato's The Republic, Aristotle's Politics, Cicero's The Commonwealth, and St. Thomas Aquinas' The Laws. (Every other Fall)

POLS-Y 382 Modern Political Thought (3 cr.) Similarly to POLS-Y 381, this course is an intensive study of selected works in political philosophy of the so-called modern philosophers. These include Niccol Machiavelli's The Prince, Thomas Hobbes' The Leviathan, John Locke's Second Treatise on Government, Jean-Jacques Rousseau's Treatise on the Origins of Inequality Among Men and The Social Contract, and Karl Marx's Communist Manifesto. (Every other Spring)

POLS-Y 383 American Political Ideas I (3 cr.) American political ideas from the colonial period to the founding period. (Occasionally)

POLS-Y 384 American Political Ideas II (3 cr.) American Political ideas from the founding period to the present. (Summer)

POLS-Y 385 Comparative Politics: Europe and Canada (3 cr.) A comparative analysis of four European countries and Canada, four seasoned democracies and Russia, whose political system is still in flux. Emphasis is placed on the political heritage of these countries, their governmental institutions, electoral systems, political party systems, and decision-making processes. (Occasionally)

POLS-Y 394 Public Policy Analysis (3 cr.) A study of the place of theory and method in examining public policies in relation to programs, institutional arrangements, and constitutional problems. Particular reference to American political experience. (Occasionally)

POLS-Y 395 Quantitative Political Analysis (3 cr.) Introduction to methods and statistics used in political inquiry, including measures of central tendency and dispersion, probability, sampling, statistical inference and hypothesis testing, measures of associations, analysis of variance, and regression. (Fall every other year)

POLS-Y 398 Internship in Urban Institutions (3-6 cr.) This option, which requires the permission of a political science faculty, provides opportunities for students to observe and participate directly in the policy-making process of urban institutions requiring the assistance of paraprofessionals. Research and written reports are required. Evaluations will be made by both the agency and the faculty advisor. Students working in city and county institutions may repeat the course for a maximum of 6 credit hours. (Occasionally)

POLS-Y 401 Topics in Political Science (3 cr.) P: Y103 Topic varies with the instructor and year; consult the Schedule of Classes for current information. (Occasionally)

POLS-Y 480 Undergraduate Readings in Political Science (1-6 cr.) P: Y103. Individual readings and research. No more than 6 credit hours total may be taken. May be taken only with consent of instructor. (Fall or Spring)

POLS-Y 481 Field Experience in Political Science (1-6 cr.) P: Y103. Open to junior or senior majors only. Political science project approved by a faculty member. Faculty-directed study of aspects of the political process based upon field experience. Directed readings, field research, research paper. (Occasionally)

POLS-Y 490 Senior Seminar in Political Science (3 cr.) P: Y103. Required for majors in political science. Research paper on a selected topic approved by a political science faculty member required. (Fall and Spring)

POLS-Y 529 National Political Institutions (3 cr.) This course is concerned with American national institutions and their interaction with one another. We cover Congress, the Presidency, and the Court. In addition to studying these institutions, we will also study political parties, the bureaucracy, public opinion, and the media.

POLS-Y 661 American Politics (3 cr.) Illustrative topics: the Presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics.

PSY-B 310 Lifespan Development (3-3 cr.) This course is designed to provide a comprehensive overview of human development throughout the life span. It encompasses many of the topics of interest in psychology—both normal and abnormal behavior—within the biological, psychological and social growth of an individual. Developmental similarities, as well as differences due to various individual experiences are examined.

PSY-B 322 Introduction to Clinical Psychology (3 cr.) P: PSY-P 101 or PSY-P 102 or PSY-P 103. A survey of various aspects of the practice of clinical psychology from a scientist-practitioner perspective. Aspects of the historical framework of clinical psychology will be discussed. In addition, various aspects of the present state of clinical psychology will be covered in addition to directions for the future. (Occasionally)

PSY-B 454 Capstone Seminar in Psychology (3 cr.) P: PSY-K 300; PSY-P 211; PSY-P 222 Topics in psychology and interdisciplinary applications which have been approved to fulfill the capstone course requirement. (Spring)

PSY-B 482 Capstone Practicum in Clinical Psychology (3 cr.) P: PSY-P 211, PSY-P 222, PSY-K 300, senior status and practicum site placement. Students are

placed in a clinical/community setting and gain applied practicum experience working with individuals who have psychological, medical and/or physical health problems. Relevant multicultural issues will be addressed. (Fall)

PSY-F 116 First Year Seminar in Psychology (3 cr.) This first year seminar is an introduction to life at Indiana University Northwest, the value of a college degree, and succeeding as a college student. In this course, students will also learn about the application of psychological science to real-world issues (Fall, Spring)

PSY-I 501 Multicultural Counseling (3 cr.) P: Graduate standing and consent of instructor. This course explores the role of increasing diversity in the U.S. population and how it will impact 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. (Fall)

PSY-K 300 Statistical Analysis in Psychology (3 cr.) P: MATH-M 117, MATH-M 100 or higher. Use of statistics in psychological work, including ordering and manipulation of data, problems of statistical significance, elementary correlational methods, and analysis of variance and nonparametric methods. (Spring, Fall, Summer)

PSY-P 101 Introductory Psychology I (3 cr.) Introduction to psychology; its methods, data, and theoretical interpretations in areas of learning, sensory psychology, and psychophysiology. (Fall, Spring, Summer)

PSY-P 102 Introductory Psychology II (3 cr.) Continuation of PSY P101. Developmental, social, personality, and abnormal psychology (Fall, Spring, Summer)

PSY-P 103 General Psychology (3 cr.) Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality, development, abnormal, and social psychology. (Fall, Spring, Summer)

PSY-P 199 Career Planning for Psychology Majors (1 cr.) P: PSY-P 101 and PSY-P102. Where do you want to be 10 years from now? How can you get there? Information for undergraduate majors to help them intelligently organize their undergraduate studies. Information about what psychologists do, professional and practical issues in career choice, course selection, intern/research experience, and planning a course of study. (Fall)

PSY-P 199 Career Planning for Psychology Majors (3 cr.) P: PSY-P 101 or PSY-P 102 or PSY-P 103. Where do you want to be 10 years from now? How can you get there? Information for undergraduate majors to help them intelligently organize their undergraduate studies. Information about what psychologists do, professional and practical issues in career choice, course selection, intern/research experience, and planning a course of study. (Occasionally)

PSY-P 211 Methods of Experimental Psychology (3 cr.) P: PSY-P 101 and PSY-P 102 or PSY-P103. Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports. (Fall, Spring)

PSY-P 222 Introduction to Reading and Writing in Psychology (3 cr.) P: PSY-P 101 or PSY-P 102 or PSY-P103. This course introduces undergraduates to reading and writing within the psychological discipline. Because the ability to understand and write about scientific literature takes practice, this course sets the stage for learning in future courses and beyond. Students will read scientific literature, have group discussions about literature, and use APA style. (Fall, Spring)

PSY-P 303 Health Psychology (3 cr.) P: PSY-P 101 and PSY-P 102 or PSY-P103. 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 behaviors and other psychological factors can impact health both positively and negatively. (Occasionally)

PSY-P 314 Psychology of Adolescence (3 cr.) P: PSY-P 101 and PSY-P 102 or PSY-P103. Development of behavior in adolescence and emerging adulthood; factors which influence behavior. Credit not given for both PSY-P 216 and PSY-P 314. (Occasionally)

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.) P: PSY-P 101 and PSY-P 102 or PSY-P103. Development of behavior in infancy, childhood, and youth; factors that influence behavior. (Fall) Credit not given for both PSY-P 216 and PSY-P 316. (Occasionally)

PSY-P 319 Psychology of Personality (3 cr.) P: PSY-P 101 and PSY-P 102 or PSY-P103. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurement, developmental influences, problems of integration. (Occasionally)

PSY-P 320 Social Psychology (3 cr.) P: PSY-P 101 and PSY-P 102 or PSY-P103. Principles of scientific psychology applied to the individual in social situations. (Occasionally)

PSY-P 324 Abnormal Psychology (3 cr.) P: PSY-P 101 and PSY-P 102 or PSY-P103. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations. (Occasionally)

PSY-P 325 Psychology of Learning (3 cr.) P: PSY-P 101. Facts and principles of human and animal learning, especially as treated in theories attempting to provide framework for understanding what learning is and how it takes place. (Occasionally)

PSY-P 326 Behavioral Neuroscience (3 cr.) P: PSY-P 101 or PSY-P 103. An examination of the cellular basis of behavior, emphasizing contemporary views and approaches to the study of the nervous system. Neural structure, function, and organization are considered in relation to sensory and motor function, motivation, learning, and other basic behaviors. (Spring)

PSY-P 327 Psychology of Motivation (3 cr.) P: PSY-P 101 or PSY-P 103. How needs, desires, and incentives influence behavior; research on motivational processes

in human and animal behavior, including ways in which motives change and develop. (Occasionally)

PSY-P 329 Sensation and Perception (3 cr.) P: PSY-P 101 or PSY-P103. Basic data, theories, psychophysics, illusions, and other topics fundamental to understanding sensory and perceptual processes. (Fall)

PSY-P 335 Cognitive Psychology (3 cr.) P: PSY-P 101 or PSY-P 103. Introduction to human cognitive processes including attention and perception, memory, psycholinguistics, problem solving, and thinking. (Fall)

PSY-P 339 Cultural Psychology (3 cr.) P: PSY-P 101 or PSY-P 102 or PSY-P103. This course investigates how culture influences human thought and behavior, the interactions between culture and self, the effects of multicultural experiences, intercultural relations, and methodological issues in cultural psychology research (Spring)

PSY-P 388 Special Topics in General Experimental Psychology (3 cr.) P: PSY-P 101 or PSY-P 103. Study and analysis of selected psychological issues and problems in experimental psychology. Topics vary from semester to semester. (Occasionally)

PSY-P 389 Special Topics in Human Processes Psychology (3 cr.) P: PSY-P 102 or PSY-P 103. Study and analysis of selected psychological issues and problems in human processes. Topics vary from semester to semester. (Occasionally)

PSY-P 390 Special Topics in Psychology (1-3 cr.) P: PSY-P101 or PSY-P102.. Study and analysis of selected psychological issues and problems. Topics vary from semester to semester. May be repeated (total of 6 credit hours) with change in topics. (Occasionally)

PSY-P 407 Drugs and the Nervous System (3 cr.) P: PSY P101 OR BIOL L100 OR PSY P103. 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. (Spring)

PSY-P 417 Animal Behavior (3 cr.) P: PSY-P 101 or PSY-P 103. Methods, findings, and interpretations of recent investigation of animal behavior. (Occasionally)

PSY-P 425 Behavior Disorders of Childhood and Adolescence (3 cr.) P: PSY-P 102 or PSY-P 103. A survey of major behavior disorders with emphasis on empirical research and clinical description relative to etiology, assessment, prognosis, and treatment. (Occasionally)

PSY-P 430 Behavior Modification (3 cr.) P: PSY-P 102. Principles, techniques, and applications of behavior modification including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions. (Occasionally)

PSY-P 432 Women and Madness (3 cr.) This course focuses on the historical and cultural factors and behaviors that have been associated with madness in women as well as on women's efforts to recover sanity and make sense of female experiences. (Occasionally)

PSY-P 435 Laboratory in Human Learning and Cognition (3 cr.) P: PSY-P211, PSY-P222, and K300 and (P335 or P438) and Senior Status. Experimental study of human learning and cognitive processes. (Fall)

PSY-P 438 Language and Cognition (3 cr.) P: PSY-P 101 or PSY-P 103. Methods, research, and theory in psycholinguistics. Examination of speech perception, speech production, psychological studies of syntax and semantics, language development, cognitive basis of linguistic theory, neurology of language, and language comprehension and thought. (Spring)

PSY-P 460 Women: A Psychological Perspective (3 cr.) P: PSY-P101 or PSY-P102 or PSY-P103. Basic data and theories about the development and maintenance of sex differences in behavior and personality. (Occasionally)

PSY-P 461 Human Memory (3 cr.) P: PSY-P101 or PSY-P103. Research, theory and data on human memory and information-processing models of memory. (Summer)

PSY-P 469 Stress Effects on Brain and Behavior (3 cr.) P: PSY P101, PSY P103, or BIOL L100 or higher. This seminar examines the neurobiology of stress effects on cognition, psychopathology, and health, from the cellular to the systems level. Through readings from primary literature, discussions, and lectures, students will develop a base of knowledge and think critically about the neural and behavioral effects of stress (Fall).

PSY-P 481 Laboratory in Clinical Psychology (3 cr.) P: PSY-K 300, PSY-P 211, PSY-P 222, PSY-P 324 and senior status.. Principal research methods in clinical psychology and applied research for understanding development and treatment process for mental illness (Spring).

PSY-P 486 The Neuroscience of Suicidal Behavior (3 cr.) P: PSY-P 101 or BIOL-L 101. Senior status. This course focuses on the neurobiological correlates of suicide behavior and risk (including aspects of molecular, developmental, cognitive, and systems neuroscience) and how these correlates could be used to better predict and prevent suicide. Facets of stigma associated with mental health, self-harm, and suicide will also be examined (Summer).

PSY-P 495 Reading and Research in Psychology (arr. cr.) P: Consent of instructor. (Fall, Spring, Summer I, Summer II)

RADS-J 301 Orientation to Radiation Oncology (4 cr.) P: RADS-R100. An overview of radiation oncology and the role of the radiation therapist. Presentation will orient students to the physical and biological basis of radiation oncology equipment, procedures, tumor pathology, and patient interaction. (Odd years, Fall).

RADS-J 302 Radiation Oncology Techniques (3 cr.) P: RADS-R100, J301, J350. Provides the student therapist with the technical aspects of radiation therapy. Discussion will include modalities of treatment and the distinctive properties of each patient setup consideration. (Even years, Spring)

RADS-J 303 Clinical Oncology I (3 cr.) P: RADS-R100, J301. This course will provide the student with the fundamentals of clinical radiation oncology, malignant

conditions, their etiology, and methods of treatment. Attention is given to patient prognosis, treatment results, and the effects of combined therapies. (Even years, Fall)

RADS-J 304 Radiation Oncology Patient Care (2 cr.) C: RADS-R100. Concepts of radiation oncology patient care, including considerations of patients' physical and psychological condition. Factors influencing patients' general health during and following a course of radiation therapy treatments will be identified. (Odd years, Summer).

RADS-J 305 Clinical Dosimetry (3 cr.) P: RADS-R100, J205, J301, J304, J350, J302, J351. Concepts of clinical dosimetry and treatment planning, delivery methods to include single and multiple-beam techniques, are discussed. Tumor localization, dose calculations, and summation of isodose curves are performed. (Even years, Fall)

RADS-J 350 Clinical Experience: Basic (2-6 cr.) P: RADS-R100. Clinical observation and assistance in the clinical skills of radiation therapy technology under the direct supervision of a registered radiation therapist or equivalent. (Odd years, Fall).

RADS-J 351 Clinical Practicum II (4 cr.) P: RADS-J350. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist or equivalent. (Even years, Spring)

RADS-J 400 Physics of Radiation Oncology I (3 cr.) P: RADS-R250, M119 or M125. Fundamental principles of the physical quantities of radiation and atomic and nuclear theory, to include discussions of radiation oncology equipment. (Even years, Fall)

RADS-J 401 Physics of Radiation Oncology II (3 cr.) P: RADS-J 400, R250. Emphasizing the principles of radioactivity, radiation detection, and measurment devices, equipment calibration, brachytherapy, and calibration techniques. Principles and concepts of radiation protection are discussed. (Odd years, Spring)

RADS-J 402 Radiation Oncology Techniques II (3 cr.) P: RADS-J 302. Provides sessions on concepts of treatment techniques and treatment planning rationale. (Even years, Summer)

RADS-J 403 Clinical Oncology II (3 cr.) P: RADS-J 303. This course will provide the student with the fundamentals of clinical radiation oncology. Malignant conditions, their etiology, and methods of treatment are discussed. Attention is given to patient prognosis, treatment results and the effects of combined therapies. (Odd years, Spring)

RADS-J 404 Quality Management in Radiation Oncology (3 cr.) P: RADS-J301, J305, J350. Identification and application of a comprehensive quality management program in a radiation oncology facility. Includes discussion of the operations and functions of a radiation oncology facility with emphasis on quality improvement techniques. (Odd years, Spring)

RADS-J 409 Senior Project in Radiation Oncology (3 cr.) P: RADS-J350, J351, J450. Individual research in radiation oncology. Research proposal requires the approval of the program director. (Odd years, Spring)

RADS-J 450 Clinical Practicum III (2-6 cr.) P: RADS-J350, J351. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist or equivalent. (Even years, Summer)

RADS-J 451 Clinical Practicum IV (4 cr.) P: RADS-J350, J351, J450. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist or equivalent. (Even years, Fall)

RADS-J 452 Clinical Practicum V (2-6 cr.) P: RADS-J350, J351, J450, J451. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist or equivalent. (Odd years, Spring)

RADS-R 100 Orientation to Radiologic Technology (2 cr.) C: R103, R181. Introduction to the field of radiology and its history. Students learn proper ethical standards, become acquainted with the duties in patient care, and investigate radiation protection for the patient and personnel. (Summer)

RADS-R 101 Radiographic Procedures I (3 cr.) P: RADS-R100, R103, R181. C: R102, R182 Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system. (Fall)

RADS-R 102 Principles of Radiography I (3 cr.) P: RADS-R100, R103, R181. C: R101, R182 Basic concepts of radiation, its production, and its interactions with matter. Includes the radiographic image and production and processing. (Fall)

RADS-R 103 Introduction to Clinical Radiography (3 cr.) C: RADS-R100, R181. Introduction to the functions and basic procedures of a diagnostic radiography department. Emphasis is placed on radiographic equipment, positioning terminology, and the radiographic procedures used to demonstrate the upper and lower extremities. (Summer)

RADS-R 181 Clinical Experience in Radiography (1-6 cr.) C: R100 or R103 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. (Summer)

RADS-R 182 Clinical Experience in Radiography (1-6 cr.) P: RADS-R181, R100, R103. C: R101, R102. 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. (Fall)

RADS-R 185 Medical Terminology (1 cr.) Introduction to origin and derivation of medical words as well as their meanings. (Fall, Spring, Summer II)

RADS-R 200 Pathology (3 cr.) P: R222,R205,R283. R260, R290. 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. (Spring)

RADS-R 201 Radiographic Procedures II (3 cr.) P: RADS-R101,R102, R182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull, abdomen, and those requiring the use of contrast media. (Spring)

RADS-R 202 Principles of Radiography II (3 cr.) P: RADS-R102, R182. C: R201,R281. Continuation of RADS R102 with emphasis on the properties that affect the quality of the radiographic image. (Spring)

RADS-R 205 Radiographic Procedures III (3 cr.) P: RADS-R 201, R202, R282. C: R222, R250, R283. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities. (Fall)

RADS-R 207 Seminar in Radiography (2 cr.) P: School Authorization CHHS. Individual and group study focusing on current and emerging imaging topics. May be repeated for credit if topic differs.

RADS-R 222 Principles of Radiography III (3 cr.) P: RADS-201, R282 C: R205, R283, R250. Continuation of RADS-R 202 with emphasis on the application of radiographic principles on imaging equipment. (Fall)

RADS-R 250 Physics Applied to Radiology (2-4 cr.) P: R201,R202,R282. Math. C: R205, R222, R283. Fundamentals of radiation physics, X-ray generation, and equipment quality control. (Fall)

RADS-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.) P: RADS-R205, R250, R222, R283. C: R200, R290. 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. (Spring)

RADS-R 281 Clinical Experience in Radiography (1-6 cr.) P: RADS-R101,R102. C: R201, R202. 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. (Spring)

RADS-R 282 Clinical Experience in Radiography (1-6 cr.) P: RADS-R201,R202,R281,P261,P262. 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. (Summer)

RADS-R 283 Clinical Experience in Radiography (1-6 cr.) P: RADS- R282. C: R205, R222, R250. 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. (Fall)

RADS-R 290 Comprehensive Experience (1-8 cr.) P: R283. C: R200, R260. 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. (Spring)

RADS-R 402 Medical Imaging Informatics (3 cr.) This course introduces fundamental concepts related to the imaging informatics, including historical perspectives, computers and networking, and data privacy and security. A successful completion of this course will equip the students with the knowledge of current information technology and decision support systems. (Summer)

RADS-R 403 Advanced Topics in Medical Imaging Technology (3 cr.) A study of selected advanced topics including health care delivery systems, legal and ethical dilemmas, and radiology and health care quality management. (Fall)

RADS-R 404 Sectional Imaging Anatomy (3 cr.) This course is designed to instruct the medical imaging professional through the study of the location and function of cross-sectional anatomy in the axial, coronal and sagittal imaging planes abdomen, and pelvis. Relevant pathology will be presented as appropriate.

RADS-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiac interventional radiography, computed tomography, mammography, magnetic resonance imaging, and vascular interventional radiography. (Fall)

RADS-R 406 Advanced Diagnostic Imaging II (3 cr.) P: R405. Procedural concepts in cardiovascular interventional radiography, computed tomography, mammography, magnetic resonance imaging, and vascular interventional radiography. Image analysis of normal and abnormal studies will be presented. (Spring)

RADS-R 409 Senior Project in Medical Imaging Technology (3 cr.) Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project. (Fall, Spring)

RADS-R 420 Medical Imaging Internship (1-6 cr.) This course will help students obtain the necessary documentation required by national credentialing agencies. Working in an advanced imaging modality (e.g., CT, MRI, CI, VI, Mammography, etc.), students will be able to attain these documents during normal working hours. Students will also be required to perform certain clinical procedures independently and competently and will be expected to demonstrate the professional skills and ethics of a medical imaging professional.

RADS-R 472 Multiplanar Anatomy and Pathology I (3 cr.) Designed to instruct the medical imaging professional in multiplanar anatomy and the various disease states of the human body.

RADS-R 473 Multiplanar Anatomy and Pathology II (3 cr.) P: R472. Continuation of RADS R472 designed to instruct the medical imaging professional in multiplanar anatomy and the various disease states of the human body.

RADS-R 481 CL Practicum: Vascular Imaging (1-6 cr.) P: R472. Clinical experience in the performance of vascular and neurological imaging studies.(Fall, Spring)

RADS-R 482 Clinical Practicum: Computed Tomography (1-6 cr.) P: R472. Clinical experience in the performance of computed tomographic imaging studies. (Fall, Spring)

RADS-R 483 Clinical Practicum: Magnetic Resonance Imaging (1-6 cr.) P: R472. Clinical experience in the performance of magnetic resonance imaging studies. (Fall, Spring)

RADS-R 485 Clinical Practicum: Mammography (1-6 cr.) P: R472. Clinical experience in the performance of mammography imaging studies. (Fall, Spring)

RADS-R 490 Fundamentals in Ultrasound (4 cr.) P: R404. Introduces the student to the basic ultrasound environment and basic ultrasound concepts. (Fall)

RADS-R 491 DMS Imaging - Abdomen / Small Parts (5 cr.) P: RADS-R490, R404. Introduces the student to normal and abnormal anatomy and physiology as found in the abdomen and small parts as pertains to ultrasound imaging. (Spring)

RADS-R 492 DMS Imaging - Obstetrics / Gynecology (5 cr.) P: RADS-R490, R404. Introduces the student to normal and abnormal anatomy and physiology as found in obstetrics and gynecology as it pertains to ultrasound imaging. (Spring)

RADS-R 493 Ultrasound Physics (4 cr.) P: RADS-R495. Introduces the student to physics as it applies to the sound wave. (Fall)

RADS-R 494 DMS Clinical Practicum I (6 cr.) P: RADS-R490, R404. Clinical experience in the performance of ultrasound imaging studies. (Spring)

RADS-R 495 DMS Clinical Practicum II (6 cr.) P: RADS-R491, R492, R494, R495. Clinical experience in the performance of ultrasound imaging studies. (Summer)

RADS-R 496 DMS Clinical Practicum III (8 cr.) P: RADS-R 495. Clinical experience in the performance of ultrasound imaging studies. (Fall)

RADS-R 497 Comprehensive Review of Vascular Ultrasound (3 cr.) Introductory and advanced vascular ultrasound anatomy, physiology, and pathology as well as the imaging standards, practices, and protocols that correlate with these. This course is also a preparatory course for the ARDMS Registered Vascular Technologist (RVT) exam and is in correlation with all registered Vascular Technologists (VT) standards.

REL-R 160 Introduction to Religion in America (3 cr.) Traditional patterns of encounter with the sacred. Secularization of Western culture. Religious elements in contemporary American culture. (Fall, Spring)

REL-R 170 Religion, Ethics and Public Life (3 cr.) Western religious convictions and their consequences for judgments about personal and social morality, including such issues as sexual morality, medical ethics, questions of socioeconomic organization, and moral judgments about warfare. (Fall and Spring)

REL-R 300 Studies in Religion (3 cr.) Selected topics and movements in religion seen from an interdisciplinary viewpoint. May be repeated twice under different titles. (Occasionally)

REL-R 340 Contemporary Religious Thought (3 cr.) Interpretation of human destiny in contemporary religious and antireligious thought. (Occasionally)

SOC-S 116 First Year Seminar (3 cr.) This class is an introduction to life at Indiana University Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, there is a component where students will study a theme or topic in sociology as part of the coursework. (Fall, Spring)

SOC-S 161 Principles of Sociology (3 cr.) Nature of interpersonal relationships, societies, groups, communities, and institutional areas such as the family, industry, and religion; social process operating within those areas; significance for problems of personality, human nature, social disorganization, and social change. (Fall, Spring, Summer I, Summer II)

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 (Fall, Spring, Summer I, Summer II)

SOC-S 164 Marital Relations and Sexuality (3 cr.) Analysis of courtship, marriage, and its alternatives and the basic issues of human sexuality, with an emphasis on contemporary American society (Fall, Spring, Summer I, Summer II)

SOC-S 215 Social Change (3 cr.) P: SOC-S 161 or consent of instructor. Introduction to theoretical and empirical studies of social change. Explores issues such as modernization; rationalization; demographic, economic, and religious causes of change; reform and revolution. (Fall, Summer)

SOC-S 230 Society and the Individual (3 cr.) P: SOC-S 161 or consent of instructor. Introduction to the concepts, perspectives, and theories of social psychology from the level of the individual to collective behavior. (Fall, Spring, Summer I)

SOC-S 254 Qualitative Field Research (3 cr.) P: SOC-S 161 or ANTH-A 104. Covers the most salient aspects of field research, including taking field notes and coding, engaging in participant-observation, taking on a variety of research roles, creating topical guides and conducting in-depth interviews, and writing a publishable- quality research paper. Students must find a suitable setting in which to conduct their semester-long research project. (Fall)

SOC-S 261 Research Methods in Sociology (3 cr.) P: SOC-S 161 or consent of instructor. The logic of scientific work in sociology; theory construction; major research designs, including experiments, sample surveys, and ethnographic field studies; methods of sampling; measurement of variables. (Fall)

SOC-S 262 Statistics for Sociology (3 cr.) P: SOC-S 161 and MATH-M 100. This is a general introduction to the logic of statistics, both descriptive and inferential. Students learn how to use sample date to reach conclusions about a population of interest by calculating confidence intervals and significance tests. SPSS software is used to produce the appropriate calculations. (Spring)

SOC-S 310 The Sociology of Women in America (3 cr.) P: SOC-S 161 or consent of instructor. A brief survey of the history of women's changing role in America with particular emphasis on women's legal status in this century, persistence of occupational segregation, the organization and growth of the women's movement since 1960, the impact of those changes on the nuclear family, and the female self- image. (Occasionally)

SOC-S 311 Political Sociology (3 cr.) P: SOC-S 161 or consent of instructor. Interrelations of politics and society, with emphasis on formation of political power, its structure, and its change in different types of social systems and cultural-historical settings. (Occasionally)

SOC-S 313 Sociology of Religion (3 cr.) P: SOC-S 161 or consent of instructor. The nature, consequences, and theoretical origins of religion, as evident in social constructions and functional perspectives; the social origins and problems of religious organizations; and the relationships between religion and morality, science, magic, social class, minority status, economic development, and politics. (Occasionally)

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) P: SOC-S 161. The effects of group characteristics in the causation, amelioration, and prevention of mental and physical illness, and social influences in medical education, medical practice, and hospital administration. (Occasionally; two-year rotation)

SOC-S 315 Sociology of Work (3 cr.) P: SOC-S 161 or consent of instructor. Treats work roles within such organizations as factory, office, school, government, and welfare agencies; career and occupational mobility in work life; formal and informal organizations within work organizations; labor and management conflict and cooperation; problems of modern industrial workers. (Occasionally)

SOC-S 316 Sociology of the Family (3 cr.) P: SOC-S 161 or consent of instructor. Structure and process of the conjugal family in modern and emerging societies. Focus is on relationships of the family to other subsystems of the larger society and on interaction within the family in connection with those interrelationships. Stress on development of systematic theory. (Fall, Spring, Summer I, Summer II)

SOC-S 317 Social Stratification (3 cr.) P: SOC-S 161 or consent of instructor. Nature, functioning, and maintenance of systems of social stratification in local communities and societies. Correlates and consequences of social class position and vertical mobility. (Occasionally)

SOC-S 320 Deviant Behavior and Social Control (3 cr.) P: SOC-S 161 or consent of instructor. Analysis of deviance in relation to formal and informal social processes. Emphasis on deviance and respectability as functions of social relations, characteristics of rules, and power and conflict. (Occasionally; once per year)

SOC-S 325 Criminology (3 cr.) P: SOC-S 161 or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group. (Occasionally—Once per year)

SOC-S 328 Juvenile Delinquency (3 cr.) P: SOC-S 161. Nature and extent of juvenile delinquency; juvenile delinquency and the law; methods of research in juvenile delinquency; delinquency causation; theories and practices of delinquency control. (Occasionally; once per year)

SOC-S 330 Sociology of War - Vietnam (3 cr.) This course will focus especially on the War in Vietnam. It will examine the background, both of Vietnam as a colony and of the U.S. sides and of the impact in other wars in Asia, as part of its anti-Communist efforts. It will consider both how the war was fought on both of the war in both nations.

SOC-S 331 Sociology of Aging (3 cr.) P: SOC-S 161 or consent of instructor. A survey of the demographic, work, retirement, social status, family, and institutional factors associated with life in the later years in modern industrial societies. (Occasionally; two-year rotation)

SOC-S 335 Race and Ethnic Relations (3 cr.) P: SOC-S 161 or consent of instructor. Racial and cultural contacts, especially in America; factors that determine rate and manner of assimilation; cultural pluralism; theories and conceptual analysis of prejudice; comparative analysis of diverse race relations in different parts of the world. (Occasionally - 2 year rotation)

SOC-S 337 Women and Crime (3 cr.) P: SOC-S 161. Analysis of traditional and feminist theories of crime. Substantive areas include women's victimization, women's criminality and incarceration, and women working within the criminal justice system. (Occasionally-once per year)

SOC-S 340 Social Theory (3 cr.) P: SOC-S 161 and at least junior standing. Sociological theory, with focus on content, form, and historical development. Relationships between theories, data, and sociological explanation. (Spring)

SOC-S 376 Feminist Political Action (3 cr.) Feminist Political Action will encompass any number of feminist political movements, such as the Women's Liberation Movement, the #MeToo Movement, the Black Lives Matter movement, and justice movements that will occur as a result of feminist action in the future.

SOC-S 398 Internship in the Behavioral Sciences (3 cr.) P: departmental permission required. Open to sophomore, junior, and senior students who, upon approval of the internship coordinator, are placed in cooperating social, welfare, and behavior modification agencies to receive experience as learning paraprofessionals. The department and agency supervise the work. Research and written reports are required. Evaluations by the agency and department will be made.

May be repeated for a maximum of 9 credit hours. (Occasionally)

SOC-S 410 Topics in Sociology (3 cr.) P: 6 credit hours of sociology or consent of instructor. Specific topics announced each semester; e.g., social stratification, formal organizations, urban social organization, education, religion, sport and leisure, medicine, politics, demography, social power, social conflict, social change, comparative social systems. May be repeated three times for credit. (Occasionally)

SOC-S 413 Gender Inequality (3 cr.) Major theories of gender inequality; historical and cross-cultural variations in systems of gender inequality; social economic, political, and cultural processes perpetuating gender inequality in U.S. society; interrelationships between racial, class, and sex inequality; strategies for social change.

SOC-S 418 The Sociology of Political and Religious Movements (3 cr.) P: 6 credit hours of sociology or consent of instructor. Religious and political movements across the political spectrum will be explored to examine the interrelationships between religious and political social institutions. Transformation of those relationships throughout history will be explored to note the effects of the changing sociopolitical climate in the U.S. on social movement formation and convergence. (Occasionally)

SOC-S 419 Social Movements and Collective Action (3 cr.) P: 6 credit hours of sociology or consent of instructor. Change- oriented social and political collective action and consequences for groups and societies. Resource mobilization, historical and comparative analysis of contemporary movements and collective action. (Occasionally)

SOC-S 420 Topics in Deviance (3 cr.) P: 6 credit hours of sociology or consent of instructor. Specific topics announced each semester; e.g., crime, juvenile delinquency, law enforcement, corrections, mental illness, sexual deviance, drug use, violence, and physical disability. May be repeated three times for credit. (Occasionally)

SOC-S 450 Topics in Methods and Measurement (3 cr.) P: SOC S261, SOC S262; or consent of instructor. Specific topics announced each semester; e.g., logic of inquiry, model construction and formalization, research design, data collection, sampling, measurement, statistical analysis. May be repeated three times for credit with a different topic. (Occasionally)

SOC-S 452 Civil Rights Movement (3 cr.) Examines background to the civil rights movement, including how the system that it was confronting was constructed; what changed in American society to make it possible; how it developed, including how blacks changed their attitudes; how it was organized; the opposition to the movement, including its social base and the strategy and tactics of the opposition; the movement's victories and its shortcomings.

SOC-S 495 Individual Readings in Sociology (1-6 cr.) P: Consent of the instructor. Prior arrangement, usually in conjunction with honors work. (Independent study and internship program.) (Fall, Spring, Summer I, Summer II)

SPAN-S 100 Elementary Spanish I (4 cr.) Introduction to present-day Spanish, basic structural patterns, functional vocabulary, and selected aspects of Hispanic civilizations and cultures. (Fall, Spring, and Summer I)

SPAN-S 150 Elementary Spanish II (4 cr.) P: SPAN S100 or equivalent Introduction to present-day Spanish, basic structural patterns, functional vocabulary, and selected aspects of Hispanic civilizations and cultures. (Fall, Spring, and Summer II)

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 vocabulary, grammar, 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 College of Arts and Sciences foreign language requirements. (Occasionally)

SPAN-S 200 Second-Year Spanish I (3 cr.) P: SPAN-S 150 or equivalent. Continuation of SPAN-S 100 - SPAN-S 150, with increased emphasis on communication skills and selected readings on aspects of Hispanic culture. (Fall, Spring, Summer I)

SPAN-S 205 Spanish for Health Care Personnel (3 cr.) P: SPAN S160 or SPAN S100, or equivalent. Students learn to explain procedures, medication, and diagnoses when faced with a variety of medical situations involving Spanish-speaking patients and families. Through vocabulary, grammar, 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 College of Arts and Sciences foreign language requirements. (Occasionally)

SPAN-S 230 Cervantes' Don Quixote in Translation (3 cr.) Detailed textual analysis of Cervantes' masterpiece, with readings and class discussion on its relationship to the Renaissance and the development of the world novel. Taught in English. No credit in Spanish. (Occasionally)

SPAN-S 231 Spanish-American Fiction in Translation (3 cr.) Reading and discussion of selected novels and short stories in English translation. Emphasis on cultural values as expressed through the work of representative Spanish-American prose fiction writers. Taught in English. No credit in Spanish. (Occasionally)

SPAN-S 240 Modern Spanish Literature in Translation (3 cr.) Readings from authors such as Unamuno, Cela, Alonso, Garcia Lorca, Jimenez, Perez de Ayala, and Ortega y Gasset. Taught in English. No credit in Spanish. (Occasionally)

SPAN-S 241 Golden Age Literature in Translation (3 cr.) Masterpieces of Spanish literature of the sixteenth and seventeenth centuries. Representative authors include Lope de Vega, Cervantes, Garcilaso, Quevedo, Calden, Fray Luis de Leon, San Juan de la Cruz, and Gengora. Taught in English. No credit in Spanish. (Occasionally)

SPAN-S 250 Second-Year Spanish II (3 cr.) P: SPAN-S 200 or equivalent. Continuation of SPAN S200, with increased emphasis on communication skills and selected readings on aspects of Hispanic culture. (Fall, Spring, Summer II)

SPAN-S 251 Modern Spain (3 cr.) The culture of Spain from 1700 to the present: painting, sculpture, architecture, tauromachy, manners, and customs. Taught in English. No credit in Spanish. (Occasionally)

SPAN-S 260 Introduction to Hispanic Film (3 cr.) Hispanic culture in film. Cinematic techniques used to portray Hispanic culture. Taught in English. No credit in Spanish. (Occasionally)

SPAN-S 284 Women in Hispanic Culture (3 cr.) Images, roles, and themes involving women in Hispanic literature. Taught in English. No credit in Spanish. (Occasionally)

SPAN-S 290 Topics in Hispanic Culture (3 cr.) Emphasis on one topic, author, or genre in Hispanic culture. Taught in English. No credit in Spanish. May be repeated up to 6 credit hours. (Occasionally)

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 250 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 compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class. (Fall)

SPAN-S 312 Written Composition in Spanish (3 cr.) P: SPAN-S 250 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. (Spring)

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: SPAN-S 250 or equivalent. Intensive controlled conversation correlated with readings, reports, debates, and group discussions. (Fall, Summer II)

SPAN-S 319 Spanish for Health Care Personnel (3 cr.) A specifically-designed course for those interested in learning Spanish in the context of material related to health care systems. Emphasis placed on vocabulary necessary or communicative competence in the medical fields.

SPAN-S 323 Introduction to Translating Spanish and English (3 cr.) P: SPAN-S 312 or equivalent. A comparative study of the style and grammar of both languages, with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice. (Occasionally)

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) P: SPAN-S 250 or equivalent. Using fiction, drama, and poetry from 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. (Fall)

SPAN-S 363 Introduction to Hispanic Culture (3 cr.) P: SPAN-S 250 or equivalent. Introduction to the cultural history of Spanish-speaking countries with the emphasis on its literary, artistic, social, economic, and political aspects. (Occasionally)

SPAN-S 390 Special Topics in Spanish (3 cr.) This course will examine topics related to the Hispanic cultures and/or Spanish language.

SPAN-S 408 Survey of Spanish Literature II (3 cr.) P: SPAN-S 301 - SPAN-S 302. A historical survey of Spanish literature that covers the main current of Spain's literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by Larra, Perez Galdos, Unamuno, Garcia, Lorca, and other representative writers. (Occasionally)

SPAN-S 409 Topics in Spanish Language (3 cr.) P: SPAN-S 311 or consent of instructor. Studies in special topics not ordinarily covered in other departmental courses. Topics may include the linguistic analysis of the structure of Spanish (syntax, phonology, morphology), aspects of bilingualism, and language and usage as they pertain to teaching. (Occasionally)

SPAN-S 410 Contemporary Hispanic Culture and Conversation (3 cr.) P: SPAN-S 317 or equivalent. Preparation and presentation of oral reports; group discussions. Topic may vary. Goals are to maintain and develop oral proficiency and to examine some aspect of contemporary Hispanic civilization. Written research projects may be required. (Occasionally)

SPAN-S 411 Spanish Culture and Civilization (3 cr.) P: SPAN-S 360 or SPAN-S 363 or equivalent. A course to integrate historical, social, political, and cultural information about Spain. (Occasionally)

SPAN-S 412 Spanish America: Cultural Context (3 cr.) P: SPAN-S 360 or SPAN-S 363 or equivalent. A course to integrate historical, social, political, and cultural information about Spanish America. (Occasionally)

SPAN-S 420 Modern Spanish-American Prose Fiction (3 cr.) P: SPAN-S 360 or equivalent. Spanish-American prose fiction from late nineteenth-century modernism to the present. (Occasionally)

SPAN-S 421 Advanced Grammar and Composition (3 cr.) P: SPAN-S 311 - SPAN-S 312 or equivalent. Selected grammar review and intensive practice in effective use of the written language. (Occasionally)

SPAN-S 423 The Craft of Translation (3 cr.) P: SPAN-S 323 or equivalent. Basic introductory course in translation. The problems and techniques of Spanish/English and English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, and allusion. (Occasionally)

SPAN-S 426 Introduction to Spanish Linguistics (3 cr.) P: SPAN-S 311 or consent of instructor. General aspects of Spanish linguistics: traditional, descriptive, historical, and dialectal. (Occasionally)

SPAN-S 428 Applied Spanish Linguistics (3 cr.) P: SPAN-S 311 or consent of instructor. Analysis of linguistics and cultural elements ofSpanish phonology, morphology, syntax, and semantics as they bear on teaching. (Occasionally)

SPAN-S 435 Literatura chicana y puertorriqueria (3 cr.) P: SPAN-S 360 or equivalent. Reading and discussion of

works produced in Spanish by representative Chicano, Puerto Rican, and Cuban authors of the United States. Cultural values and traditions that are reflected in the oral and written literature will be studied. (Occasionally)

SPAN-S 470 Women and Hispanic Literature (3 cr.) P: SPAN-S 360 or equivalent. The Hispanic woman and her cultural context as seen through literary texts. Topics include female authors, images of women in literature, and feminist criticism. (Occasionally)

SPAN-S 479 Mexican Literature (3 cr.) P: SPAN-S 360 or equivalent. Mexican literature from independence to present. (Occasionally)

SPAN-S 490 Topics in Hispanic Literature (3 cr.) P: SPAN-S 360 or equivalent. Examination of various areas of Spanish and Spanish-American literature. Specific topic to be announced in Schedule of Classes. (Occasionally)

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.) P: Consent of department. (Fall, Spring)

SPAN-S 495 Hispanic Colloquium (1-3 cr.) P: Consent of the department. Topic to be selected by the faculty member offering the course.

SPAN-T 520 Spanish Writing and Grammar (3 cr.) Spanish writing and grammar for teachers.

SPCH-S 121 Public Speaking (3 cr.) Theory and practice of public speaking: training in thought processes necessary to organize speech content; analysis of components of effective delivery and language. (Fall, Spring, Summer)

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. (Fall, Spring, Summer)

SPCH-S 223 Business and Professional Speaking (3 cr.) P: SPCH-S 121 or consent of instructor. Preparation and presentation of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures. Does not count toward fulfillment of arts and sciences Group III distribution requirements. (Fall, Spring)

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. (Occasionally)

SPCH-S 329 Discussion and Group Methods (3 cr.) P: SPCH-S 122 or consent of the instructor. Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group processes. (Occasionally)

SPCH-S 336 Current Topics in Communication (3 cr.) P: Junior standing or consent of instructor. Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. (Fall, Spring)

SPCH-S 398 Independent Study in Speech Communication (3 cr.) P: Junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by a faculty member before enrolling. (Fall, Spring, Summer)

SPCH-S 400 Senior Seminar in Speech (3 cr.) P: SPCH-S 424, Senior standing and a minimum of 24 credit hours completed in the major. Study of problems and issues in speech communication. Capstone course. (Spring)

SPCH-S 405 Human Communication Theory (3 cr.) P: SPCH-S 121, SPCH-S 122, and junior standing. Survey of contemporary theories of human communication, with emphasis on the nature of theory construction and contribution of allied disciplines to communication theory. (Occasionally)

SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.) P: SPCH-S 121, SPCH-S 122, junior standing and one mathematics course at the 100-level or above. Focuses on the objective appraisal of behavioral data in the study of speech communication. Introduces the theoretical foundations of empirical social science and offers guidelines for conducting descriptive and experimental studies. (Fall)

SPCH-S 427 Cross-Cultural Communication (3 cr.) P: Junior standing or consent of instructor. A survey study of national, cultural, and cross-cultural communication in theory and practice. (Fall, Spring)

SPCH-S 440 Organizational Communication (3 cr.) P: Junior standing. Examination of internal and external communication in business and other professional organizations, with emphasis upon theory, techniques, practices, goals, and the social environment in which such communication exists. (Spring)

SPCH-S 450 Gender and Communication (3 cr.) P: SPCH-S 121,SPCH-S 122 and junior standing. Examines the extent to which biological sex and gender-role orientation and stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumptions, and stereotypes in communication. Analyzes how the media present, influence, and reinforce gender stereotypes. (Occasionally)

SPCH-S 490 Profession Practice Internship (3 cr.) P: Junior or senior standing, 21 credit hours of completed communication courses, a 3.0 GPA in the major, an overall GPA of 2.5, faculty supervision, and departmental approval. (Occasionally)

SPEA-E 162 Environment and People (3 cr.) Environment and people is an introductory course that examines how humans interact with their environment. This course covers multiple topics, centered-around human-environment dimensions of environmental change. The overarching objective is to develop an understanding of our impact on the planet and possible solutions to environmental degradation.

SPEA-E 272 Introduction to Environmental Science (3 cr.) Application of principles from the life and physical sciences to the scientific understanding and management of the environment. Emphasis will be placed on (1) the physical and biologic restraints on resource availability

and use and (2) the technological and scientific options to solving contemporary environmental problem.

SPEA-E 400 Topics in Environmental Studies (3 cr.) An interdisciplinary consideration of specific environmental topics.

SPEA-H 316 Environmental Health Science (3 cr.) A study of human interaction with the environment and potential impacts of environmental agents on health and safety. Hazards from natural sources and human activities that contaminate our air, land, water, food, homes, neighborhoods, and workplaces are examined. Environmental control activities, including pollution control technology and policy, are also examined.

SPEA-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.

SPEA-H 322 Principles of Epidemiology (3 cr.) A basic overview of epidemiologic methodology and techniques. Both communicable and chronic disease risk factors will be discussed, along with data acquisition, analysis techniques, and current published epidemiological studies.

SPEA-H 352 Healthcare Financial Management 1 (3 cr.) First of a two-course sequence on the financial management of healthcare organizations, introduces financial environment of providers and concepts of financial accounting critical to decision-making. Topics include financial statement analysis (specific emphasis on unique features of healthcare financial statements), accounting and managerial control of cash, accounts receivable, inventory, and budgeting.

SPEA-H 371 Human Resources Management in Health Care Facilities (3 cr.) This course covers the function of management which is concerned with the acquisition, development, and use of human resources in the field of health care delivery. Labor relations relating to health care delivery are also included.

SPEA-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.

SPEA-H 411 Chronic and Long-Term Care Administration (3 cr.) Administering programs across the continuum of care including nursing homes, hospice, home health, and assisted living; Medicare and Medicaid financing; quality improvement: care management; and needs of special populations, particularly, vulnerable elders.

SPEA-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. Included in this course is a discussion of financial aspects unique to the hospital/health care facility environment, such as third-party payments and federal assistance.

SPEA-H 452 Health Disparities (3 cr.) Health Care Disparities is a course focusing on the determinants of personal health and health behavior, which affect an individual's use of and failure to use needed health services.

SPEA-H 466 Public Health Field Experience (1 cr.) Supervised advanced training in professional and technical functions in public health functions. Individualized programs may be arranged to suit the student's area of concentration.

SPEA-H 474 Health Administration Ethics Seminar (3 cr.) P: SPEA-H 320, SPEA-H 322, SPEA-H 441, SPEA-H 452 (Health Disparities) and senior standing or permission of instructor. This course examines healthcare ethical 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 in everyday managerial activities.

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

SPEA-H 515 Seminar in Health Policy: Special Topics (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.

SPEA-H 516 Health Services Delivery and the Law (3 cr.) Medical-legal concepts related to hospitals and other health services organizations. Course provides an in-depth understanding of the relationships of the law and the legal processes affecting the health services system. Presentation of the elements of administrative and agency processes, torts, contracts, facilities, physicians, patients, and personnel.

SPEA-H 601 Hospital Organization and Management (3 cr.) Study of the organization and management of hospital clinical, support, and administrative functions; examination of performance evaluation techniques for health managers; analysis of special operational problems; administrative ethics; requirements of the Joint Commission Accreditation of Hospitals emphasized.

SPEA-H 602 Mental Health Services Organization and Management (3 cr.) Study of the organization and systems for delivery of mental health services; emphasis on the management and the financing of psychiatric services.

SPEA-J 101 American Criminal Justice System (3 cr.) Introduction to the criminal justice system of the United States and its function in contemporary society.

SPEA-J 150 Public Safey in America (3 cr.) The protection of persons and property involves a number of public and private organizations. The course examines the roles that agencies working within fire service, emergency management, criminal justice, and the private security sector play in securing public safety in the United States.

SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.) This course examines the impact of sociological, psychological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the nature and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

SPEA-J 202 Criminal Justice Data, Methods, and Research (3 cr.) 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.

SPEA-J 215 Concepts of Forensic Science (3 cr.) Forensic science and the criminal justice system. Evidence collection and analysis. Forensic chemistry including drugs and trace evidence, biology including blood splatter and DNA, pathology, entomology, anthropology, and forensic science and the law.

SPEA-J 222 Murder in America Causes and Consequences (3 cr.) An investigation of homicide in the United States. Focus on the level and nature of homicides as well as domestic homicides, serial, and mass murder, race, ethnicity and gender, drugs and alcohol, school and workplace homicides, investigation, profiling and the death penalty, and homicide prevention and intervention programs.

SPEA-J 260 Topics in Criminal Justice (1-3 cr.) Study of selected issues in criminal justice. Topics vary from semester to semester.

SPEA-J 272 Terrorism and Public Policy (3 cr.) This course surveys terrorism in democratic societies, with an emphasis on public policy responses designed to combat terrorism. Overview of terrorist organizations in various countries are interspersed with analyses of significant terrorist events and public policies, and legal and public safety responses the events create.

SPEA-J 275 Diversity Issues in Criminal Justice (3 cr.) This course examines the influence of diversity issues such as race, ethnicity, class, and gender on crime and the treatment of the underrepresented groups throughout the American criminal justice system.

SPEA-J 301 Substantive Criminal Law (3 cr.) The development, limitations, and application of substantive criminal law using the case-study method.

SPEA-J 302 Procedural Criminal Law (3 cr.) Criminal law application and procedure from the initiation of police activity through the correctional process using the case-study method.

SPEA-J 303 Evidence (3 cr.) 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.

SPEA-J 304 Correctional Law (3 cr.) Legal problems from conviction to release: presentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

SPEA-J 305 Juvenile Justice (3 cr.) This course is designed to provide an overview of the justice system's response to abused, neglected, and dependent children, juvenile misconduct; and delinquent behavior. An extensive review of the development of recent legal changes to the court, options for prevention, treatment of juvenile offenders, and possible system reforms.

SPEA-J 306 The Criminal Courts (3 cr.) 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 selections, the conduct of trials, sentencing, and appeal.

SPEA-J 310 Introduction to Administrative Processes (3 cr.) Introduction to principles of management and systems theory for the administration of criminal justice agencies. Credit not given for both SPEA J310 and V270.

SPEA-J 312 White Collar Crime (3 cr.) White collar crime is an examination of the definitions, theories, laws, and policy responses that shape crimes by corporations, government agencies, professionals, and others engaged in legitimate occupations.

SPEA-J 320 Criminal Investigation (3 cr.) Theory of investigation, crime scene procedures, interviews, interrogations, surveillances and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

SPEA-J 321 American Policing (3 cr.) P: SPEA-J 101 This course will examine the history, evolution, and organization of policing in the United States. Emphasis is placed on such major contemporary issues as the police role, discretion, use of force, corruption, accountability, and community policing.

SPEA-J 322 Introduction to Criminalistics (3 cr.) The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

SPEA-J 331 Corrections (3 cr.) The 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.

SPEA-J 355 Global Criminal Justice Perspectives (3 cr.) An international review of select criminal justice perspectives and systems within the primary legal traditions of common, civil, Islamic, and social systems, as well as those that do not fit into established categories, such as Native American and African tribal justice.

SPEA-J 370 Seminar in Criminal Justice (3 cr.) Selected contemporary topics in criminal justice.

SPEA-J 376 Principles of Public Safety (3 cr.) Examination of threats to public safety and governmental response at various levels to those threats. Treatment

of such areas as transportation and highway threats; occupational safety and health; criminal threats; emergency and disaster planning; consumer protection; and fire control and suppression. Discussion of techniques to identify and measure risk, the acceptability of risk, and governmental attempts to control risk.

SPEA-J 380 Internship in Criminal Justice (3 cr.) P: Permission of instructor. Open to interested students who qualify upon approval of the faculty. Students may be placed with various criminal justice agencies for assignment to a defined task relevant to their educational interests. Tasks may involve staff work or research. Depending on the number of internship hours, a student may earn up to 6 credit hours. Course is graded S/F (Satisfactory/Fail).

SPEA-J 433 Institutional Corrections (3 cr.) The history and development of the jail, penitentiary, prison, and reformatory. Analysis and evaluation of contemporary imprisonment.

SPEA-J 439 Crime and Public Policy (3 cr.) P: All criminal justice concentration courses, senior standing, and instructor consent. A detailed examination of 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.

SPEA-J 440 Corrections in the Community (3 cr.) A detailed analysis of 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.

SPEA-J 445 Trends in Correction (3 cr.) Analysis and evaluation of contemporary correctional systems. Discussion of recent research concerning the correctional institution and the various field services.

SPEA-J 460 Police in the Community (3 cr.) 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 roles in seeking to reduce the incidence of crime.

SPEA-J 470 Senior Seminar in Criminal Justice (3 cr.) Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

SPEA-J 480 Research in Criminal Justice (1-6 cr.) Individual research under guidance of faculty member.

SPEA-J 501 Criminological Thought and Policy (3 cr.) This course provides an intensive introduction to the theoretical literature on crime and delinquency. Its purpose is to develop students' ability to critically evaluate and compare theories of crime as they apply to public policy and the criminal justice system.

SPEA-J 502 Research Methods in Criminal Justice and Public Affairs (3 cr.) This course examines research techniques necessary for systematic analysis of the criminal justice system, offenders' behavior, crime trends, and program effectiveness. The course requires that students actively pursue such techniques as conducting interviews, coding data, and designing studies.

SPEA-J 510 Diversity in Criminal Justice (3 cr.) This course explores issues of diversity and multiculturalism in the U. S. criminal justice and public safety systems. The course provides an overview of racial, ethnic, class, and gender diversity and examines the different ways in which diversity becomes an obstacle in the pursuit of justice.

SPEA-J 550 Topics in Criminal Justice and Public Safety (3 cr.) Selected topics in criminal justice and public safety.

SPEA-J 582 Criminal Justice Systems (3 cr.) Detailed examination of operations of police, courts, and correctional agencies. Study of management problems in systems 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 587 Criminal Violation: Problems and Characteristics (3 cr.) Commonalities in criminal behavior. The criminal act: circumstances leading to commission and subsequent perceptions of them. Family, community, and other environments affecting criminal behavior. Behavioral consequences of crime control processes.

SPEA-J 588 Law and Control in Society (3 cr.) The role of law versus other forms of social control. How social change and social institutions shape the law. Social factors influencing the administration of law.

SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.) 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-J 682 Planning and Management for Criminal Justice and Public Safety (3 cr.) Methods and procedures involved in criminal justice and public safety planning and management. Administration and implementation of public policies in policing, courts, corrections, emergency management and homeland security. Organization, decision making, evaluation and human resource issues of public policy.

SPEA-K 300 Statistical Techniques (3 cr.) Introduction to statistics; nature of statistical data; ordering and manipulation of data; measures of central tendency and dispersion; elementary probability. Concepts of statistical inference and decision: estimation and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

SPEA-V 100 Current Topics in Public Affairs (1-3 cr.) Readings and discussions of current public issues and problems.

SPEA-V 170 Introduction to Public Affairs (3 cr.) Broad coverage of public affairs through critical and analytical inquiry into policy making at national and international levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

SPEA-V 252 Career Development and Planning (3 cr.) Course highlights include identification of work values and

personality preference, a career research assignment, networking assignments designed to prepare students for contact with employers, in-depth tutorial and feedback concerning how to craft a marketable resume and cover letter, and development of an overall career plan.

SPEA-V 260 Topics in Public Affairs (3 cr.) Study of selected issues in public affairs. Topics vary from semester to semester.

SPEA-V 261 Technology in Public Affairs (3 cr.) Course explores IT and computing in public affairs. Topics include basic IT concepts, project proposals, network and infrastructure design, security, ethics, data and document management, cloud computing, and IT futures. Applications include using office suites, website development, and building spreadsheets and statistics, and databases. Recommend basic understanding of computer operations.

SPEA-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 effect of the intergovernmental environment and in particular, problems of management in a democratic, limited government system.

SPEA-V 264 Urban Structure and Policy (3 cr.) An introduction to local and metropolitan issues and policies, highlighting the roles of the public, private, and nonprofit sectors. Topics include urban, suburban, and exurban government structure and cross-sector policy collaboration, the cultural and economic foundations and development of cities, demography of metropolitan areas, land-use planning, and other policy problems.

SPEA-V 270 Survey of Administrative Techniques (3 cr.) Survey of management and policy processes within a government or public setting. Course is intended for associate degree candidates and includes some of the subject matter of senior core courses. Not recommended for students intending to pursue a bachelor's degree.

SPEA-V 340 Urban Government Administration (3 cr.) Structure of local government in the United States, federalism and intergovernmental relations, policy problems faced by local officials, and the implications of those problems for local government and administrators.

SPEA-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 deals primarily with municipal accounting.

SPEA-V 348 Management Science (3 cr.) P: MATH-M 100. Introduction to management-science models and methods for policy analysis and public management. Methods include decision analysis, linear programming, queuing analysis, and simulation. Computer-based applications are included. Prior familiarization with computers is recommended, though not required.

SPEA-V 352 Personal Career Planning (1 cr.) Investigation of careers, the world of work, and the career planning process. The focal point is the student and his/her goals. Provides assistance in developing practical, meaningful, and realistic insight into the nature of making a public-career choice in today's world. Course is graded S/F (satisfactory/fail).

SPEA-V 365 Urban Development and Planning (3 cr.) This course identifies the major problems associated with urban development in the United States and investigates the potential of public planning strategies and tools to deal with those problems. An emphasis is placed on the application of analytical approaches to problem definition and solution.

SPEA-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.

SPEA-V 368 Managing Government Operations (3 cr.) Application of analytical techniques to operating decisions in public sector management. 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, inventory, assignment, transportation, and replacement decisions.

SPEA-V 372 Government Finance and Budgets (3 cr.) Study of fiscal management in public agencies, including revenue administration, debt management, and public budgeting.

SPEA-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.

SPEA-V 375 Emergency Services Administration (3 cr.) An overview of management principles and functional components of Emergency Services with special emphasis on emergency medical systems. Course studies evolution of Emergency Services in the U.S. on the federal, state, and local level.

SPEA-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 major objective of the course is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

SPEA-V 377 Legal Process and Contemporary Issues in America (3 cr.) An introduction to the American legal system, including the Constitution, courts system, and administrative law in federal and state agencies. Readings and discussion center on current issues affected by the legal process.

SPEA-V 380 Internship in Public and Environmental Affairs (1-6 cr.) P: Permission of instructor. Students and faculty must complete appropriate paperwork prior to or during experience. Retroactive experiential credit will not be awarded. Students work 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.

SPEA-V 390 Readings in Public and Environmental Affairs (1-3 cr.) P: Permission of instructor. Independent readings and research related to a topic of special interest to the student. Written report required.

SPEA-V 421 Metropolitan Development (3 cr.) Discussion of the process of development in metropolitan regions. Includes topics such as economic development, land-use evolution, and demographic change. Consideration of relevant policy issues.

SPEA-V 432 Labor Relations in the Public Sector (3 cr.) An introductory overview of labor relations in the public sector. Course includes the development, practice, and extent of the collective bargaining process and administration of the labor agreement by state and local governments.

SPEA-V 442 Topics - Budgeting or Cost/Benefit (3 cr.) P: SPEA-V 372 or permission of instructor. Comprehensive study of techniques of public fiscal management, primarily at the state and local level, and discussion of current issues.

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

SPEA-V 449 Senior Policy Seminar (3 cr.) Discussion of the role of policy analysts in government. Applications of analytical tools to substantive policy areas such as transportation, community development, education, poverty, manpower, and health.

SPEA-V 450 Contemporary Issues in Public Affairs (1-3 cr.) Extensive analysis of selected contemporary issues in public affairs Topics vary from semester to semester.

SPEA-V 452 Health Disparities (3 cr.) Health Care Disparities is a course focusing on the determinants of eprsonal health and health behaviors, which affect an individual's use of and failure to use needed health services.

SPEA-V 472 Policy Processes in the U.S. (3 cr.) Intended as an integrative senior course, primarily for SPEA students. Course content includes analytic 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.

SPEA-V 473 Management Leadership and Policy (3 cr.) P: All public affairs core courses, senior standing and instructor consent. 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.

SPEA-V 490 Directed Research in Public and Environmental Affairs (1-3 cr.) P: permission of department chair. To be arranged with the individual instructor and approved by the chairperson of the undergraduate program.

SPEA-V 500 Quantitative Tools for Public Affairs (3 cr.) A modular presentation of mathematical and statistical concepts designed to prepare students for SPEA-V 506. Representative module topics include basic algebraic concepts, basic statistical concepts, probability, computer use, and matrix algebra.

SPEA-V 501 Professional Development Practicum - Information Technology (1 cr.) Provides an introduction to information technology and computing software skills in a problem-solving context. One of a three-course set.

SPEA-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 the management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

SPEA-V 503 Professional Development Practicum - Writing and Presentation (1 cr.) Learn methods to develop professional level writing and oral communication skills: analyze a case study effectively, write policy memos, executive summaries, news releases, professional letters; critique presentations of outside professionals; assess personal and peer presentations. One of a three-course set.

SPEA-V 504 Public Organizations (3 cr.) Focuses on the behavior and theory of public organizations in four areas: (1) individuals and groups in public organizations, (2) the design of public organizations, (3) organization-environment relations, and (4) inter-organizational relations.

SPEA-V 505 Professional Development Practicum - Teamwork and Integrated Policy Project (1 cr.) Students integrate courses and knowledge through team-based case analyses of complex policy problems. Teamwork is practiced using structured team-building exercises and discussions. One of a three-course set.

SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.) P: SPEA-V 500 and mathematics and computing foundation. 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 507 Data Analysis and Modeling for Public Affairs (3 cr.) P: SPEA-V 506. Focus on analytical models and their use in solving problems and making decisions in the public sector. Discussion of standard approaches to modeling and estimation of parameters.

SPEA-V 508 Topics in Quantitative Analysis (1-3 cr.) P: Consent of instructor. Study and application of selected quantitative methods of analysis. Additional topics that are not included in SPEA-V 506 or SPEA-V 507 may be presented, or more advanced examination of topics that are introduced in SPEA-V 506 and SPEA-V 507 may be undertaken.

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

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

SPEA-V 516 Public Management Information Systems (3 cr.) This course focuses on the application of information systems concepts and tools to challenges and opportunities in the public sector. Topics covered will include current trends in information systems; managerial use of information systems; hardware, software, and telecommunications; systems development processes and practices; and strategic and policy issues in IS.

SPEA-V 517 Public Management Economics (3 cr.) Provides the student with the central core of economic theory as it relates to the public sector. The use of micro-economic skills at the managerial level in the public sector is emphasized. The course includes a unit on macro-economics to include monetary theory, fiscal theory, economic stabilization, national income accounts.

SPEA-V 518 Intergovernmental Systems Management (3 cr.) Discussion of theories and approaches to systems management including responsibilities and tasks of public systems. Examination of intergovernmental relationships (such as national-state-local relationships) and interlocal governmental relationships, treatment of organizational and systems design as well as planning, decision making, and control of public systems. Discussion of applications to services such as environment, health, and human services.

SPEA-V 520 Environmental Policy Analysis (3 cr.) The interrelationships among social, technical, and natural systems. Theories of growth. Causes and implications of environmental problems. Alternative policies and mechanisms for environmental control and bases for choice.

SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.) The theory, size, scope, and functions of the nonprofit and voluntary sectors are covered from multiple disciplinary perspectives including historical, political, economic, and social.

SPEA-V 522 Human Resource Management in Nonprofits (3 cr.) This course provides an overview of the human resource management areas necessary for the productive functioning of nonprofit organizations. Theories of motivation applicable to the management of staff and volunteers, and personnel, topics of recruitment, selection, board-staff relations, compensation, training and development are covered.

SPEA-V 525 Management in the Nonprofit Sector (3 cr.) An examination of nonprofit (third-sector) 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.

SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.) This course emphasizes a thorough understanding of the language and key concepts of nonprofit financial management. A working knowledge of the basic analytical tools used in financial decision making for nonprofit organizations will be examined through the use of computer software.

SPEA-V 539 Management Science for Public Affairs (3 cr.) Focus on management science methods applied to public policy analysis. Includes treatment of decision theory, constrained optimization and probability/simulation modeling.

SPEA-V 540 Law and Public Affairs (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 citizen rights, among others.

SPEA-V 543 Health Services Management (3 cr.) A course that integrates 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 organizational theory are applied to an understanding of health care delivery settings.

SPEA-V 545 The U.S. Health Care System (3 cr.) An analysis of delivery of health care in the United States from 1900 to the present. Major system components are defined and studied with emphasis on current health care policy. Topics include the organization of health care delivery on federal, state, and local levels, both in public and private sectors.

SPEA-V 546 Health Services Utilization (3 cr.) An examination of problems of access to health care and the utilization of health services. The social, political, and individual factors associated with utilization are studied along with social change and control strategies. Special emphasis is given to power and the definition of power in the system.

SPEA-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.

SPEA-V 554 Human Services Administration (3 cr.) Focus is on policy, management, and organization relating to a variety of human service systems. Special attention is given to the management of social programs in the environmental systems.

SPEA-V 556 Topics in Human Services Administration (3 cr.) Readings and research on selected topics in the field of the management of human services. Topics selected for study will vary.

SPEA-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.

SPEA-V 558 Fund Development for Nonprofits (3 cr.) Important aspects of the fund raising process in nonprofit organizations are covered, including techniques and strategies for assessing potential sources of support; effective use of human resources; process management; theory to underlay practice; analysis of current practice; practice standards; and discussion of ethical problems.

SPEA-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, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

SPEA-V 561 Public Human Resources Management (3 cr.) 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.

SPEA-V 562 Public Program Evaluation (3 cr.) Examination of how the programs of public agencies are 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.

SPEA-V 563 The Planning Process (3 cr.) Seminar designed to familiarize students with planning ramifications of policy issues faced by governments. The focal topics selected for study will vary. Emphasis placed on identification and analysis of substantive issues, methods employed for resolution, and application or planning techniques for achieving goals.

SPEA-V 564 Urban Management (3 cr.) The course deals with the management of public policy in American urban government, with special attention to the relationship of structure, process, and policy. Readings and case studies will focus on urban management problems relating to leadership, planning, and operations.

SPEA-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practice in a wide 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.

SPEA-V 567 Public Financial Administration (3 cr.) P: SPEA-V 560 or consent of instructor. Problems of financial management in governmental units; alternative revenue sources, financial planning and control, cash debt management; survey of modern expenditure management, control and planning.

SPEA-V 570 Public Sector Labor Relations (3 cr.) An introductory overview of labor relations concepts within the framework of the public sector. The development, practice, and extent of the collective bargaining process as well as the administration of the labor agreement will be examined for state agencies, local municipalities, and school districts.

SPEA-V 572 Urban Topics (3 cr.) Selected topics in urban policy and administration. The course is sometimes restricted to a special group of students focusing on a particular research interest.

SPEA-V 575 Comparative Public Management and Administration (3 cr.) Reading and discussion of case studies and comparative analyses of formal organizations with emphasis on governmental bureaucracies, public corporations, and international organizations. Topics include bureaucratic environment and culture, technology and organizations, program evaluation, communication and decision making, and administrative structure and process.

SPEA-V 580 Readings in Public Affairs (1-3 cr.) P: permission of the department chair. Readings on selected topics in public affairs to be arranged with the individual instructor.

SPEA-V 585 Practicum in Public Affairs (1-6 cr.) P: permission of the department chair. To be arranged with host agency and student on a case-by-case basis. The amount of credit must be approved before the beginning of the practicum. A product, such as a practicum report, an oral examination, or examples of materials produced in the practicum. Grading is on a satisfactory/ fail basis.

SPEA-V 586 Public Safety in the U.S. (3 cr.) 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-V 590 Research in Public Affairs (1-3 cr.) P: permission of department chair. Research on selected topics in public affairs to be arranged with the individual instructor.

SPEA-V 595 Managerial Decision Making (1-3 cr.) Applications of decision-making tools to substantive public management problems. A variety of managerial cases and issues are selected for intensive discussion and analysis.

SPEA-V 600 Capstone in Public and Environmental Affairs (3 cr.) P: permission of department chair. Interdisciplinary course organized as faculty-coached class project on a management/policy topic determined by an external client. Course goals are professional preparation and integration of degree program knowledge.

SPEA-V 601 Workshop in Public Affairs (1-6 cr.) Projects in public affairs. The students work on a research and resource team to complete a project for a public sector client. Faculty act as project managers and resource personnel.

SPEA-V 602 Strategic Management of Public and Nonprofit Organizations (3 cr.) Concepts, cases, and problem solving associated with the structure and process of strategic management in the public sector, broadly defined to include governmental and nongovernmental organizations.

SPEA-V 610 Seminar in Government Budget and Program Analysis (1-6 cr.) P: SPEA-V 560. Advanced study of management aspects of budgetary process. Special cases are analyzed, and budget problem-solving exercises are utilized.

SPEA-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, presented, and defended in a simulated public-hearing format.

SPEA-V 639 Managing Government Operations (3 cr.) This is an introductory survey of operations management. Emphasis is placed on the analysis, design, and management of operation systems using models

from operations management. Readings, lectures, and structured exercises are used to present the models and demonstrate their application.

SPEA-V 650 Topics in Public Personnel Management (1-3 cr.) Readings and research on selected topics in the public personnel field. Topics may include such subjects as affirmative action, occupational health and safety, manpower forecasting and planning, and approaches to position classification.

SPEA-V 660 Cases and Problems in Fiscal Administration (3 cr.) P: SPEA-V 560 or consent of instructor. An advanced seminar in the management aspects of public finance that focuses on the budgetary process. Special cases are analyzed and budget problem-solving exercises are utilized.

SPEA-V 665 Seminar in Policy and Administration (3 cr.) Politics of program development and management. Translation of plans into viable, administrable programs. Marshalling support, political process, strategies, constraints, tradeoffs, etc.

SPEA-V 670 Topics in Public Sector Labor Relations (1-3 cr.) P: consent of instructor. Selected research and discussion topics in public sector labor relations arranged on a semester-by-semester basis. Possible topics are collective bargaining in the public sector and dispute settlement in public sector labor relations.

SUST-C 340 Social and Behavioral Approaches to Sustainability (3 cr.) Application of the methods of social and behavioral science to understand the human contributions to climate change and environmental degradation. May focus on the social, economic, cultural, and political factors essential to development of sustainable strategies and practices.

SUST-C 350 Arts and Humanities and Sustainability (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-C 360 Business and Economics of Sustainability (3 cr.) Topics announced in Schedule of Classes. An examination of topics and issues of special interest to sustainability studies not covered under the regular curriculum.

SWK-S 102 Understanding Diversity in a Pluralistic Society (3 cr.) This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, gay, lesbian, and bisexual persons. This course analyzes the interrelationship of race, class, age, ethnicity, and gender and how these factors influence the social values regarding economic and social justice. (Fall, Spring)

SWK-S 141 Introduction to Social Work (3 cr.) This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. It introduces the knowledge, skills and values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services. Cognitive and interaction skills necessary for competent practice are introduced in this course as is the value base of social work practice and its commitment to social and economic justice. (Fall, Spring)

SWK-S 201 Introduction to Case Management (3 cr.) This course introduces various case management models and the roles and functions of case managers. It will highlight the nature of client participation and the mutuality of the helping helping process. Ethics and ethical dilemmas will be addressed. Skills for client centered, culturally competent case management is explored. (Spring)

SWK-S 204 Writing in Professional Social Work (3 cr.) P: ENG-W 131 and SWK-S 141. This course prepares BSW students to successfully complete scholarly writing tasks. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA format. The course is intended to support students' efforts on writing tasks assigned in future courses.

SWK-S 221 Growth and Human Development in the Social Environment (3 cr.) This course builds a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus explores the influences of the biological, social, cultural, psychological and spiritual dimensions on individual human development and behavior. (Fall, Spring)

SWK-S 251 History and Analysis of Social Welfare Policy (3 cr.) This course is designed to provide a historical perspective on social Welfare policies and programs and to develop beginning policy analysis skills to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. KNowledge of the social, political, ideological,and economic contexts of social welfare policies and programs over time is presented. A particular emphasis in this course is the impact of social welfare policies on vulnerable people and advocating for social and economic justice. (Fall, Spring)

SWK-S 305 Introduction to Child Protection (3 cr.) This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. This course introduces the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment. (Spring)

SWK-S 306 Crisis Intervention (3 cr.) This course focuses on the increasing number of complex and painful personal, couple, family and community crisis situations encountered by social workers in the course of service delivery. (Fall)

SWK-S 322 Small Group Theory and Practice (3 cr.) P: S141 and S102 The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for

generalist practice. The course covers group theories as well as mezzo practice strategies. This course focuses on group dynamics and practice, with an emphasis on the small group. In addition, the course is designed to enhance students' effectiveness for group participation and leadership. (Fall, Spring)

SWK-S 331 Generalist Social Work Practice I: Theory and Skills (3 cr.) P: S141,S102. This course focuses primarily on the application of basic generalist social work skills that demonstrate an understanding and application of the continuum of social work practice in the helping relationship. The course focuses on the beginning phase of the problem-solving process and related skills using a range of perspectives including strengths, empowerment and person-in-environment perspectives. Topics include the nature of the helping relationship, NASW Code of Ethics, practice as it relates to oppressed groups, assessment, and practice evaluations. (Fall, Spring)

SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: S331 Examination of middle and ending phases of the helping process and related skills. Topics include the helping relationship with various client system sizes, impact of agency policies and procedures upon practice and resolution of clients' challenges, and practice evaluation. (Spring, Summer)

SWK-S 352 Social Welfare Policy and Practice (3 cr.) P: SWK-S 251. This second course in social welfare policy builds on S251 by exploring in depth the current social welfare delivery system at local, regional, and national levels through policy analysis using a variety of frameworks and developing policy practice skills. The course also develops beginning policy practice skills that facilitates social change congruent with social work ethics and the profession's commitment to social and economic justice. (Fall, Spring)

SWK-S 371 Social Work Research (3 cr.) P: S141,S102. Examination of basic research methods in social work, the relevance of research for social work practice, and selection of knowledge for use in social work. This is the first course in research which provides basic knowledge about research methodology as it applies to social work. Introduces and develops skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. (Spring)

SWK-S 423 Organizational Theory and Practice within a Generalist Perspective (3 cr.) P: S322,S331, S352, S332,S371. This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context. (Fall)

SWK-S 433 Community Behavior and Practice (3 cr.) P: S322,S331, S352, S332,S371 C: SWK-S 472, SWK-S 482, SWK-S 402. This course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political and economic injustice and bring social change. (Spring)

SWK-S 442 Practice-policy Seminar in Fields of Practice (3 cr.) P: S322,S331, S352, S332,S371. Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities. (Fall)

SWK-S 460 Scholarly Writing Seminar (4 cr.) This course prepares BSW/MSW students to successfully complete scholarly writing tasks. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA format. The course is intended to support students' efforts on writing tasks assigned in future courses. (Summer)

SWK-S 472 Practice Evaluation (3 cr.) P: P: S322, S331, S352, S331and S332. Develops the knowledge and skills necessary to evaluate one's own practice and the effectiveness of social service programs within which one works, as well as to become critical consumers of the professional literature to guide their practice. (Spring)

SWK-S 481 Social Work Practicum (6 cr.) P: S322,S331, S352, S332,S371 C: SWK-S 401. Guided field practice experience (18 hours per week) for application of generalist practice concepts and principles and development of basic practice skills. Students practice in a human service organization for a minimum of 280 clock hours, including a seminar. (Fall)

SWK-S 482 Social Work Practicum II (7 cr.) P: S481 Guided field experience (20 hours per week) for application of concepts and principles and development of skills for generalist practice with selected social systems. Students practice in a human-service organization for a minimum of 280 clock hours of supervised field experience. (Spring)

SWK-S 490 Independent Study (1-6 cr.) P: Permission of Program Administrator. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

SWK-S 502 Research I (3 cr.) This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed upon knowledge of qualitative and quantitative designs, methodologies, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias. (Spring)

SWK-S 505 Social Policy Analysis and Practice (3 cr.) P: SWK-S 502. This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the

course examines the variability of the common and uncommon attributes of service delivery systems. Effects of these on people are considered from global, political, economic and social policy perspectives. (Summer)

SWK-S 506 Introduction to the Social Work Profession (1 cr.) This course provides learners with the knowledge and understanding of the history and mission of the social work profession, the variety of possible social work fields of practice, the legal regulations of the profession, the value base and ethical frameworks that influence decision-making, the application of critical thinking, the development of self-awareness and the practice of self-care for social work practice. This is inclusive of skills and conduct for professional practice. (Fall)

SWK-S 507 Diversity, Human Rights, and Social Justice (3 cr.) This course introduces MSW students to human rights and social justice perspectives in order to examine the shifting landscape of diversity, oppression, power, and privilege. The fundamental goal of the course is for students to develop critical consciousness in order to gain competencies to address diversity, privilege and oppression in social work practice. The importance of power and the dynamics of domination and subordination in multiple manifestations of oppression, particularly among historically oppressed groups, will be explored. An understanding of these concepts integrated with an understanding of one's self within these systems is essential for social work practice. (Fall)

SWK-S 508 Generalist Theory & Practice (3 cr.) This course focuses on reciprocal relationships between human behavior and the social environment with selected theoretical perspectives and their associated empirically-based theories, including strengths/empowerment, ecological/systems, behavioral, critical, and developmental perspectives and theories. Learners will use micro interviewing skills to apply these perspectives and theories throughout the planned change process to service diverse client needs and experiences. The integration of theory and practice through the planned change process will be guided by the biopsychosocial and spiritual perspective. (Spring)

SWK-S 509 Social Work Practice with Organizations, Communities, and Societies (3 cr.) P: SWK-S 502, SWK-S 505, SWK-S 506, SWK-S 508. This course provides students with knowledge, values and cognitive skills focused on social work practice at organizational, community and societal levels. Social work interventions at these levels include involvement of relevant stakeholders in the development and/or modifications of organizational, community and societal policies, programs and practices. This course will focus on ways to make social units and institutions more humane and responsive to human needs. (Summer)

SWK-S 517 Assessment in Mental Health and Addictions (3 cr.) Recognizing the social, political, legal, and ethical implications of assessment, students will critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at- risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation. (Fall)

SWK-S 518 Clinical Theory and Practice (3 cr.) P: SWK-S 508. This course builds on the theories and practice skills presented in SWK-S 508 to prepare students for competent and evidence-informed social work practice with diverse client populations, including individuals, families, and groups. Core concepts and theoretical frameworks of neuroscience, trauma, and trauma-informed care are introduced, thus bringing a trauma-sensitive perspective/approach to the continuum of social work practice. Information is presented on underlying theories, such as behavioral, critical-conflict, crisis, and empowerment theories, and emphasis is placed on the skills necessary to integrate theories into intervention. The transtheoretical model of change is explored, as is the implementation of motivational interviewing methods, solution-focused therapy, and associated group and family work toward accomplishing desired outcomes. (Fall)

SWK-S 519 Community & Global Theory & Practice (3 cr.) This course aims to build competencies in the areas of theory and practice, preparing students to work with communities in a global context. With local communities facing increased global socio-economic and political forces, community constituents, especially marginalized groups, are facing unprecedented challenges ranging from widespread increases in refugee migration, poverty, human trafficking, substance abuse, natural disasters, gender violence, civil conflict and wars. The rise of ultra-nationalism, xenophobia, religious intolerance, and anti-liberalism have crossed national boundaries and are now threatening the democratic institutions and principles of governance. More than ever, social work professionals need to understand global issues and their impact on local communities, and be ready to design appropriate and effective interventions for community and global practice. Building on the core values of the social work profession, this course consists of five major topics: 1) Macro-practice and international social development; 2) Civil society and local capacity building; 3) Local and international agencies and legal frameworks; and 4) International social work community practice in different contexts (from global to local); and 5) Cultural relativism and the power of a rights-based discourse to affect positive change in global communities. (Spring)

SWK-S 555 Social Work Practicum I (3 cr.) P: All foundation courses, SWK-S 517 and SWK-S 518. The M.S.W. Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved field instructor. The assigned faculty liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and the integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds

upon the knowledge and skills learned and developed during the immersion and intermediate course work of the program. Learning opportunities emphasize the values and ethics of the profession, foster the integration of the empirical and practice-based knowledge, and promote the development of the professional competence. Field education is systematically designed, supervised coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. The Field Practice Seminar is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Agreement and field experience. This involves recognizing/exploring professional and personal biases, discussing ethical dilemmas and supervisory issues, and increasing cross cultural competencies. (Spring)

SWK-S 613 Specialized Instruction and Support Services for Diverse Student Populations (3 cr.) P: all 500 level social work classes This course introduces students to the school social worker's role as a specialized instructional support personnel (SISP), whose task is to enhance the ability of every school child to learn to his or her capacity. Through the study of research, practice, and policy issues facing school children, especially those with exceptionalities, students in this course will learn to promote educational services and expand educational success for children with exceptionalities, their families, schools, and communities. Students will learn the imperative for multidisciplinary collaboration that advances student well-being and supportive school environments. Recognizing the influence of historical and cultural contexts, diversity and oppression as well as social and economic forces shaping educational experiences are examined, specifically focusing on the occurrence of educational disparities and academic outcomes. (Spring)

SWK-S 614 School Social Work Practice with Children, Adolescents, and Families (3 cr.) P: all 500 level social work classes This course is designed to build individual and family practice skills for school social work with children, adolescents, and families, with an emphasis on the impact of traumatic life events, including poverty, homelessness, child physical abuse, sexual abuse, neglect and/or family violence. Students will learn how to engage with community partners and various child-serving systems to meet the needs of children, adolescents, and families. A primary focus of the course will be acquiring knowledge and skills for culturally responsive practice, including assessment, interviewing, and engagement with children, adolescents and families in a school-based context. (Fall)

SWK-S 616 Social Work Practice in Schools (3 cr.) P: All 500 level social work courses. This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools. (Summer II)

SWK-S 618 Social Policy and Services (3 cr.) P: All 500 level social work courses.
The purpose of this course is to develop the competencies necessary to effect policy change for service delivery systems at an organizational, community, and legislative levels. Emphasis is placed on policy practice, policy analysis, and advocacy leadership with direct involvement in the political and organizational processes as an integral part of the learning process. The content of the course will focus on the role of the "social policy practitioner" examining closely the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to diverse and oppressed populations. (Summer I)

SWK-S 618 Social Policy and Services II-Health (3 cr.) P: All 500 level social work courses. The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system. The content of the course will build on the values of the profession and focus on the role of the social policy practitioner in assisting individuals in the maintenance or attainment of optimal health, social justice, and social well-being. This course examines the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to oppressed populations and discrimination. Opportunities for students will be encouraged for direct involvement in political and organizational processes used to influence policy and delivery systems. (Summer I)

SWK-S 618 Social Policy and Services II-Mental Health and addictions (3 cr.) P: All 500 level social work courses. The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system. The content of the course will build on the values of the profession and focus on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health, social justice, and social well being. This course examines the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to oppressed populations and discrimination. Opportunities for students will be encouraged for direct involvement in political and organizational processes used to influence policy and delivery systems. (Summer I)

SWK-S 618 Social Policy and Services II-Schools (3 cr.) P: All 500 level social work courses. The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system. The content of the course will build on the values of the profession and focus on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health, social justice, and social well being. This course examines the relationship of social work values and ethics to social policies and service delivery systems especially as they

relate to oppressed populations and discrimination. Opportunities for students will be encouraged.

SWK-S 623 Practice Research Integrative Seminar I (3 cr.) P: All 500 level social work courses. This course furthers the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethical research. (Spring)

SWK-S 651 MSW Practice Area Practicum II (4 cr.) P: SWK-S 555. C: SWK-S 651. This course, along with SWK-S 652, provides an in-depth practicum experience for M.S.W. concentration students. Students complete both courses in the same agency/organization under practice supervision of an approved agency field instructor and academic guidance of a faculty liaison. The practicum experience builds upon the more generalist-focused Intermediate Practicum I (SWK-S 555) and deepens the integration and application of social work knowledge, values, and skills for advanced practice in the student's area of concentration. Students engage in these advanced practicum courses while enrolled in concentration required courses. Students spend a minimum of 320 hours providing concentration related services that allows students an opportunity to engage in experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors. (Fall, Summer)

SWK-S 652 MSW Practice Area Practicum III (5 cr.) This course, along with SWK-S 651, provides an in-depth practicum experience for M.S.W. concentration students. Students complete both courses in the same agency, organization under practice supervision of an approved agency field instructor and academic guidance of a faculty liaison. The practicum experience builds upon the more generalist-focused Intermediate Practicum I (SWK-S 555) and SWK-S 651 (Practicum II) and deepens the integration and application of social work knowledge, values, and skills for advanced practice in the student's area of concentration. Students engage in these advanced practicum courses while enrolled in concentration required courses. Students spend a minimum of 320 hours providing concentration related services that allows students an opportunity to engage in experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors. (Spring, Fall)

SWK-S 661 Executive Leadership Practice (3 cr.) This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration. (Spring)

SWK-S 683 Community-Based Practice in Mental Health/ Addiction (3 cr.) P: All 500 level social work courses.
Students enrolled in this course will examine a wide range of community-based services provided for people with severe mental health and substance use disorders including co-occurring mental and substance use disorders. Special attention is given to strengths-based, consumer informed, and evidence-based prevention and treatment models. Content includes, but is not limited to, community-based services in areas of prevention, case management, supported employment, housing, illness management, family support services, dual disorder treatment, and peer support services. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, health disparities, cultural competency, organizational and financial factors, and other relevant policy and practice issues. Students will examine linkages between community based services and the advancement of human rights and social and economic justice for persons with mental illnesses and substance use disorders. (Summer II)

SWK-S 685 Mental Health and Addictions Practice with Individuals and Families (3 cr.) P: All 500 level social work courses. Students enrolled in this course develop knowledge, skills, and judgment necessary for competent application of selected evidence-informed practices for service with diverse clients, including children, youth, adults, and families affected by mental health issues, substance use disorders, and other behavioral addictions within the context of trauma responsive care. Students learn to discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, intervention and prevention planning, service delivery, and evaluation. (Fall)

SWK-S 686 Social Work Practice:Addictions (3 cr.) P: All 500 level social work courses.
The purpose of this course is to provide learners with knowledge and skills relevant to social work practice in prevention, intervention, and treatment of the coexistence of substance use disorders, mental health issues, and behavioral addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the knowledge, and skills characteristic of social work practice in the treatment of substance use disorders. The course assists students to develop an evidence-based understanding of the prevention, assessment, and treatment needs of diverse populations experiencing substance use and potential co-occurring mental health disorders. Students explore the relationships between and among substance use/ mental disorders and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of an individual’s neurochemistry, social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of substance use disorders as well as the co-occurrence of mental health issues. (Spring)

SWK-S 687 Mental Health & Addictions Practice with Groups (3 cr.) P: All 500 level social work courses.
Students enrolled in this course develop professional knowledge and skill for group work services to and

for diverse persons affected by mental health issues, substance use disorders, and other behavioral addictions. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults and families in groups that are therapeutic, growth producing and life enhancing. Students examine a number of theoretical perspectives, including cognitive behavioral and interpersonal approaches. (Fall)

SWK-S 690 Independent Study (1-6 cr.) P: Approval from an academic advisor and the director of the M.S.W. program is required. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

SWK-S 692 Health Care Practice I (3 cr.) P: All 500 level social work courses. This course focuses on the role of the social worker in a health care setting. Issues such as team building, professional identity, patient advocacy, ethics, and managed care will be addressed. Also, the impact of health care payment sources and health care choices for patients will be explored. (Fall)

SWK-S 693 Health Care Practice II (3 cr.) P: All 500 level social work courses. This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics, and violence as a health care issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) are also examined. This course prepare students to be professional social workers in various healthcare agencies and organizations. (Spring)

SWK-S 694 Social Work Practice with Older Adults (3 cr.) P: All 500 level social work courses. The purpose of this course is to provide health practice concentration students with increased depth of knowledge in the area of practice with older adults in healthcare areas, such as acute care hospitals, rehabilitation facilities, adult day care and long-term care facilities. Effective social work practice relies on knowledge and application of evidence-based theories assessment, and interventions with this population. Older adults are one of the fastest growing populations in the United States, and advances in technology have enhanced longevity.This course is designed to provide students with the knowledge and skills to engage in competent social work practice with older adults. (Occasionally)

SWK-S 696 Confronting Loss, Grief, Death and Bereavement (3 cr.) P: All 500 level social work courses. This is an issue-oriented, social work course on the policy and practice issues in loss, grief, death, and dying across the life span for diverse populations. The major educational goal is to evaluate and understand the many problems and key resources relevant to social work practice with persons encountering grief, loss, death and bereavement in the context of health care settings. Students will attain knowledge, values and skills to meet the demands for entry level practice with clients (and their families) encountering chronic or terminal illness. (Occasionally)

TEL-C 200 Introduction to Mass Communication (3 cr.) Survey of function, responsibilities, and influence of various mass communication media. Directed toward the consumer and critic of mass media in modern society. (Occasionally)

TEL-R 308 Radio Production and Directing (3 cr.) Fundamentals of Radio Production and Directing.

THTR-D 115 Modern Dance I (2 cr.) Modern Dance technique for beginners. This course will emphasize body alignment, movement dynamics, spatial awareness, emotional intensity of various movements and an understanding of kinesthetic concepts. Also, Laban's theory of effort/shape will be studied and applied to movements. (Occasionally)

THTR-D 115 Modern Dance I (2 cr.) Modern Dance technique for beginners. This course will emphasize body alignment, movement dynamics, spatial awareness, emotional intensity of various movements and an understanding of kinesthetic concepts. Also, Laban's theory of effort/shape will be studied and applied to movements. (Occasionally)

THTR-D 205 Choreography (3 cr.) This course will teach students to acquire, analyze and apply the basic elements that are essential for a practical theory of choreography. Students will learn to create choreography for solos and group pieces performed on stage and in other spaces.

THTR-D 231 Intro to Dance Studies (3 cr.) Introduction to Dance Studies establishes literacy in dance as an art-form. Using a global perspective, students will explore the elements of dance and how they manifest in culture from social settings to the concert stage. The roles of dancer, choreographer and spectator will be studied in multiple contexts of the discipline of theatrical, social and cultural dancing.

THTR-F 116 First Year Seminar in Theatre (3 cr.) This class is an introduction to life at IU Northwest, the value of a college degree, and success as a college student. In this class, you will explore colorful topics, have discussions with your instructor and your fellow students, conduct research, and present your findings both to your class and to a wider community. You will spend time reflecting on what you have learned and how you can apply it in your future career at IUN. Additionally, you will connect with classmates and campus resources as you explore performing arts content with your instructor. It will culminate with a project impacting an audience beyond the classroom(Fall, Spring).

THTR-T 100 Introduction to Theatre (3 cr.) Exploration of theatre as a 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. (Fall, Spring)

THTR-T 120 Acting I (3 cr.) Introduction to theories and methodology through sensory awareness, physical and vocal exercises, improvisations, and scene study. Lecture and laboratory. (Fall, Spring)

THTR-T 168 Theatre Production (1-2 cr.) P: Consent of the instructor. The study and application of theatre practices. Students will be assigned to all levels of

departmental production for applied practice. Six credit hours required for Theatre Major. (Fall, Spring, Summer)

THTR-T 220 Acting II (3 cr.) P: THTR-T 120 and consent of instructor. Techniques for expressing physical, intellectual, and emotional objectives. Study, creation and performance from varied dramas. Lecture and laboratory. (Fall or Spring)

THTR-T 225 Stagecraft I (3 cr.) Introduction to theories, methodology, and skills: analysis of practical and aesthetic functions of stage scenery, fundamentals of scenic construction and rigging, mechanical drawing for stagecraft. Lecture and laboratory. (Fall, Spring)

THTR-T 228 Design for the Theatre (3 cr.) An overview of design principles and practices in all areas of theatre production. Emphasis on those aspects of design that are common to work in scenery, costumes, and lighting. (Spring)

THTR-T 230 Costume Design and Technology (3 cr.) Introduction to theories, methodology, and skills for costume design for the theatre, with laboratory component in basic costume technology skills and wardrobe. (Occasionally)

THTR-T 283 Topics in Theatre and Drama (1-3 cr.) Studies in special topics not ordinarily covered in other departmental courses.

THTR-T 310 Creative Dramatics (3 cr.) Theory and technique of guiding children in spontaneous activity, specifically, creating scenes or plays and performing them with improvised dialogue and action. Although theories will be discussed, the emphasis will be on practical activities that may be useful to prospective teachers, recreation leaders, etc. (Occasionally)

THTR-T 320 Acting III (3 cr.) P: THTR T120 or consent of instructor. Character analysis and use of language on stage. Exploration of character through intensive scene study. Lecture and laboratory. (Occasionally)

THTR-T 325 Voice and Speech (3 cr.) P: THTR T120 or consent of instructor. Introduction to voice production. Emphasizes relaxation, breathing, the production of vocal sounds; addresses vocal habits and cultural holds through exercises and workouts with the goal of freeing the voice and redeveloping a passion for language. (Occasionally)

THTR-T 326 Scene Design I (3 cr.) P: THTR-T 228. Introduction to process of scene design, scene designer's responsibilities, scene problem solving, and exploration of visual materials and forms. (Occasionally)

THTR-T 335 Stage Lighting Design (3 cr.) P: THTR-T 228. Introduction to theories, methodology, and skills; instruments and their use, control of light, practical applications. Lecture and laboratory. (Occasionally)

THTR-T 340 Directing I (3 cr.) P: THTR-T 120 and THTR-T 228, or consent of instructor. Introduction to theories, methodology, and skills: play analysis, working with actors, basic elements of stage composition. (Fall or Spring)

THTR-T 392 Theatre Internship (3 cr.) P: Consent of instructor. Training and practice at a professional theatre or venue approved by the theatre faculty.

THTR-T 410 Movement for the Theatre (3 cr.) P: THTR-T 120. Introduction to fundamental principles and methods focusing on kinesthetic awareness, posture, flexibility, coordination, relaxation, and physical characterization. (Occasionally)

THTR-T 420 Acting IV (3 cr.) P: THTR-T 320 and consent of instructor. Emphasis on ensemble acting and contrasting styles. Study and performance of characters in scenes from Ibsen, Chekhov, Strindberg, and classical Greek dramas. Lecture and laboratory. (Occasionally)

THTR-T 424 Stagecraft II (3 cr.) P: THTR-T 225 or consent of instructor. History of stagecraft, stage mechanics, and perspective drawing. Lecture and laboratory. (Occasionally)

THTR-T 426 Scene Design II (3 cr.) P: THTR-T 326 or consent of instructor. Work in line, color, and composition using historical conventions as the basis for contemporary scenic statements. Emphasis on period style and presentational forms. (Occasionally)

THTR-T 430 Stage Costuming II (3 cr.) P: THTR-T 230 or consent of instructor. Pattern drafting, fabric selection, special construction problems, design and management of costume shops, and care of wardrobes. (Occasionally)

THTR-T 438 Lighting Design (3 cr.) P: THTR-T 228 or THTR-T 335 or consent of instructor. Stage lighting design concept, development and implementation. Advanced lighting techniques and approaches. (Occasionally)

THTR-T 446 Theatre for Children (3 cr.) Purposes, principles, and problems of staging plays for young people. (Occasionally)

THTR-T 470 History of the Theatre I (3 cr.) The study of theatre history, performance, and dramatic literature from the primitive eras through the Renaissance. Emphasis is on the relationship of theatre and its society. (Occasionally)

THTR-T 471 History of the Theatre II (3 cr.) The study of theatre history, performance, and dramatic literature form 1660 to the present. Emphasis is on the relationship of theatre to its society. (Occasionally)

THTR-T 483 Topics in Theatre and Drama (1-3 cr.) Studies in special topics not ordinarily covered in other departmental courses. (Occasionally)

THTR-T 490 Independent Study in Theatre and Drama (3-6 cr.) P: Theatre majors only, senior standing, and consent of instructor. Creative projects and performances in the area of student's special interest. (Fall, Spring)

WGS-W 200 Women in American Society (3 cr.) An interdisciplinary course, taught from the perspective of the social and behavioral sciences, which introduces the "core" discipline areas and methodological/bibliographical tools required to do research in Women's and Gender Studies. Emphasis is on the roles, socialization, and political background of women in contemporary American society; using both literature and social science research to illuminate the present status of women. Credit will not be given for both WGS W200 and WGS W201. (Fall)

WGS-W 201 Women in American Culture (3 cr.) An interdisciplinary course that introduces students to "core" discipline areas and methodological/bibliographical

tools required to do research in Women's and Gender Studies. Taught from the humanities perspective, emphasis is on the roles, images, and history of women in American culture, and on the social experiences that have influenced the lives of contemporary women. Credit cannot be earned for both WGS-W 200 and WGS-W 201. (Spring)

WGS-W 207 Women and Literature (3 cr.) Critical issues and methods in the study of women writers and treatment of women in British and American literature. (Spring)

WGS-W 300 Topics in Women's and Gender Studies (3 cr.) An interdisciplinary study of selected ideas, trends, and problems in women's and gender studies from a social science perspective. (Occasionally)

WGS-W 301 International Perspectives on Women (3 cr.) Feminist analysis of women's legal, social, and economic status in two or more cultures other than those of the United States, Canada, Australia, New Zealand, and Europe. Interdisciplinary approach. (Fall, Spring)

WGS-W 302 Issues in Women's and Gender Studies (3 cr.) Interdisciplinary approach to selected ideas, trends, and problems in WGS from a humanities perspective. Specific issues announced in the schedule of classes. (Fall, Spring, Summer)

WGS-W 400 Topics in Women's and Gender Studies (topic varies) (3-6 cr.) P: WGS-W 200 or WGS-W 201 or consent of instructor. Interdisciplinary approach to selected ideas, trends, and problems in Women's and Gender Studies from a social sciences perspective. Specific topics to be announced in the Schedule of Classes. (Fall, Spring, Summer)

WGS-W 401 Topics in Women's and Gender Studies (topic varies) (3-6 cr.) P: WGS W200 or WGS W201 or consent of instructor. Interdisciplinary approach to selected ideas, trends, and problems in Women's and Gender Studies from a humanities perspective. Specific topics to be announced in the Schedule of Classes. (Fall, Spring)

WGS-W 480 Women's and Gender Studies Practicum (3 cr.) P: Consent of the instructor. Internships in the Women's and Gender Studies Program are offered to provide opportunities for students to gain work experience while serving women's needs. This experience is combined with an academic analysis of women's status and experience in organizations. (Fall, Spring)